



# **Launceston College**

*A Multi Academy Trust*

## **Equality information and objectives (public sector equality duty) statement for publication**

<b>Adopted on</b>	<b>December 2018</b>
<b>Reviewed by</b>	<b>Claire Penfold</b>
<b>Ratified by</b>	<b>Multi Academy Trust Board</b>
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## Forward

Launceston College MAT aims to be recognised as a leader of diversity and equality in its work and as an example of good practice in delivery of services and employment. This scheme reflects this ambition and the activities which will deliver this.

Equality of opportunity and social inclusion issues will ensure that all communities and organisations can truly benefit from and contribute to the improvements we are making.

The success of Launceston College MAT's Single Equality Scheme will require ownership by Governors, senior leaders, all staff, students, parents, school partners and the wider school community.

Launceston College MAT's Single Equality Scheme serves essentially two purposes:

1. To set out our overall commitment to equality and diversity in one central document. The policy therefore contains:

- Launceston College MAT's approach to all equality strands: race, religion and belief, sexual orientation, disability, age and gender (including transgender), and pregnancy and maternity.
- How Launceston College MAT will manage, plan and include its equality and diversity policy within its day to day work.

2. To act as the 'umbrella' document for both our statutory and non-statutory equality schemes. The policy therefore contains:

- Launceston College MAT's statutory equality schemes in relation to race, disability and gender (including transgender)
- Launceston College MAT's non-statutory schemes in relation to sexual orientation, religion/belief and age.

## Section 1. Introduction

In the implementation of this Scheme we have moved from a focus on an individual response to an approach that builds on race, disability and gender considerations from the start and at every level of Launceston College MAT; at strategic, policy, management and classroom level. We need to be able to demonstrate what we have done and what we plan to do to improve opportunities and outcomes for students, staff, parents and other users of Launceston College MAT. This scheme will be monitored and delivered through the Governors' role plus MAT improvement and self-evaluation processes.

Launceston College MAT will ensure that every student irrespective of race, disability, gender, religion and belief or sexual orientation is able to achieve high standards and that strategies are in place to tackle under-achievement. We will ensure that every pupil has access to the necessary support required to enable them to achieve their highest potential. We will ensure that Launceston College MAT's procedures for reward and behaviour management are fair, effective and equitable.

Launceston College MAT will ensure that the adults working or volunteering in Launceston College MAT reflect as far as reasonably possible, a balanced gender mix, appropriate representation of diverse ethnic groups and disabled people. We believe that this will provide good role models for students from all backgrounds.

Launceston College MAT will involve students, staff, parents, carers, governors and all other stakeholders in the development of our Single Equality Scheme. All stakeholders need to be involved from the very start and their involvement will inform the preparation, development, publication, review and reporting of the Scheme.

Our intention is to ensure that:

- For every student to feel valued for who they are, so they can grow and flourish into confident, successful adults.
- For every student to have no barriers to opportunity, achievement, success or enjoyment.
- For all our families to feel valued and their diversity recognised and celebrated.
- For each member of staff to feel valued for who they are.
- Our community benefits from the work of the school within it, building on the values of community cohesion.

## Section 2 - School profile and values

The Launceston College Multi Academy Trust (MAT) aims to provide and maintain outstanding schools which serve the community enabling young people to be successful, happy, and responsible by learning the knowledge, skills and values that are important for society.

The Launceston College MAT consists of two large secondary schools: Launceston College and Bideford College, a smaller secondary school Atlantic Academy and a village primary school, Egloskerry Primary School. The MAT has been approved to build and open a "Two form Entry" Primary School in September 2020 which will be the "Launceston College Primary Campus"

Launceston College is located in the market town of Launceston in North Cornwall. Our community comes from the town of Launceston and the surrounding villages which are within 12 miles of the College.

Bideford College serves the historic port town of Bideford in North Devon; the community is based in the town and the surrounding villages.

Atlantic Academy is located on the North Devon coast between Bude and Bideford; the community is drawn from this area and inland to Holsworthy.

Egloskerry School is located five miles from Launceston in North Cornwall. Our community come from surrounding villages and hamlets which are within our catchment area and beyond. This area is home to very few diverse ethnic minority communities. Young people from very few minority ethnic communities attend our school.

The profile of the MAT our student cohort is analysed annually, using the DfE Raise Online report as an indicator for national comparison. Our staffing profile is analysed internally.

See appendix B for data relating to schools within the Launceston College MAT.

Launceston College MAT is committed to:

- Tackling discrimination of all kinds: including race, disability, gender, gender identity, sexual orientation, religious belief, age and pregnancy and maternity discrimination.
- Positively promoting race, disability and gender equality.
- Creating good relationships with all groups it serves: by race, culture, gender, disability, sexual orientation, religious belief, age, pregnancy and maternity.
- Promoting equality of opportunity for all. See PSED page 6/7 for wording.

Launceston College MAT will ensure that:

- Policies are consistently supportive of equalities issues
- Short, medium and long term planning is supportive of equalities issues
- The progress and welfare of students and staff, against equalities measures, is effectively monitored and supported.
- Staffing matters, including recruitment and performance management arrangements, are supportive of equalities issues
- Engagement with stakeholders and local communities supports the effective delivery of the Single Equalities Scheme.

In order to comply with the requirements of the public sector equality duty (PSED) we will

### 1. Collect and publish equality information annually

- Launceston College MAT will undertake routine monitoring of pupils by race, gender, age and disability across a number of areas including admissions, exclusions, progress and attainment.
- Launceston College MAT will undertake routine monitoring of our staff. We will collect (and for schools with 150+ staff, publish) the; workforce information (see appendix B)
- The number of part-time / full-time staff and the race, gender, disability, and age distribution
- An indication of likely representation on sexual orientation, religion and belief, providing that individuals cannot be identified
- An indication of any issues for transsexual staff, based on our engagement with transsexual staff, providing that individuals cannot be identified, and voluntary groups
- Gender pay gap information (insert link here)
- Grievances

### 2. Undertake engagement activity with protected groups annually

Launceston College MAT will undertake engagement activity annually with protected groups to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

Engagement activity will include:

- Surveys
- Focus groups
- Parents evenings
- Student Council
- Tutor groups

### 3. Identify and publish school equality and accessibility objectives

Launceston College MAT will develop specific and measurable equality and accessibility objectives based on the evidence gathered and published and the engagement in which we have been involved.

The equality and accessibility objectives will be reviewed annually.

Every three years, accordingly, we will draw up an action plan within the framework of the overall MAT improvement plan and process of self-evaluation, setting out the specific equality and accessibility objectives we shall pursue.

We will report annually on progress towards achieving them.

The objectives for 2018-2021 are shown in Appendix C

### Section 3 - The general equality duty and public sector equality duty

From April 2011, The Equality Act 2010 introduced a single equality duty on all public bodies, including schools, which is extended to all protected strands – age, sex, sexual orientation, gender reassignment, race, disability, pregnancy and maternity, religion or belief. This combined equality duty, which replaces the three previous public sector equality duties, has three main elements. In the discharge of our functions, we will have due regard for the need to:

- Eliminate discrimination, harassment, victimisation and other conduct prohibited by the act;
- Advance equality of opportunity between people who share a protected characteristic and those who do not;
- Foster good relations across all protected characteristics, between people who share a protected characteristic and those who do not.

Launceston College MAT will tackle discrimination by:

- recording and reporting all racist incidents and prejudice related bullying incidents
- learning about discrimination through our IAG programme and assemblies

Launceston College MAT is committed to advancing equality of opportunity by:

- removing or minimising disadvantages
- taking steps to meet the needs of pupils, parents / carers and staff
- encourage participation in any activity in which participation of protected groups is disproportionately low

Launceston College MAT will foster good relations by:

- tackling prejudice and harassment including bullying, and
- promoting understanding between pupils from different backgrounds

Launceston College MAT welcome all admission applications, whatever a child's socio-economic background, race, sex, disability, sexual orientation, religion or belief, gender reassignment, or pregnancy.

## Section 4 – Racial Equality

Launceston College MAT recognises that Black, Asian and Minority Ethnic people experience discrimination on the basis of colour, race, nationality, religion and ethnic origin. This discrimination manifests itself in all areas of their lives such as housing, employment, education and access to services. Racial harassment and violence is one of the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities. Launceston College MAT will take all necessary measures to prevent and tackle racial harassment and assist Black and Minority Ethnic people to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their education.

Launceston College MAT is committed to working for the equality of all ethnic groups and the Governing Body understands its accountability.

Under the duty of the Equalities Act 2010 we will promote racial equality by:

### 1. Tackle unlawful discrimination by:

- Keeping accurate records of all ethnic and faith groups, their backgrounds and needs and how we respond to them.
- Dealing with complaints of discrimination and harassment speedily and notify complainants of the outcomes and action taken.
- Encouraging dialogue between different racial groups on the appropriateness of our service offer.
- Preventing racial discrimination and promoting equality of opportunity and good relations between members of different racial, cultural and religious groups.

### 2. Support cohesion by:

- Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our students and their families.
- Encouraging students (and their families) of all ethnic groups to participate fully in all aspects of school life.
- Using our support for the voluntary and community sector to promote good race relations.
- Countering myths and misinformation that may undermine good community relations.

### 3. Work in partnership with Black, Asian and Minority Ethnic individuals and groups to:

- Promote the active participation of minority communities in shaping the future of schools within the MAT.
- Ensure Launceston College MAT staff (both permanent and temporary), learners and their families as well as our partners and the wider community fully understand the principles of good race relations.
- Expand access across all communities and in all areas of school activity.

## Section 4 - Disability

Launceston College MAT welcomes the requirements of the Public Sector Equality Duty (PSED) and this section sets out our commitment to meeting the duty. Our Scheme shows how we promote disability equality across all areas of Launceston College MAT, to disabled students, staff, parents, carers and other school users.

When carrying out our functions, we will have due regard for the need to:

- Promote equality of opportunity between disabled people and other people.
- Eliminate discrimination that is unlawful under the Equality Act 2010
- Eliminate disability related harassment.
- Promote positive attitudes towards disabled people.
- Encourage participation of disabled people in public life.
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

We plan to increase access to education for disabled students by:

- Increasing the extent to which disabled learners can participate fully in the curriculum offer
- Increasing the inclusion of positive images of disabled people across the curriculum
- Improving the environment of Launceston College MAT to increase the extent to which disabled learners can take best advantage of education and associated services.
- Improving the delivery of information to disabled learners, to the standard of which is provided in writing for learners who are not disabled.

This is detailed in the specific Accessibility Plans of the schools and colleges that make up Launceston College MAT.

<http://mat.launceston-college.cornwall.sch.uk/wp-content/uploads/2018/10/Launceston-College-Accessibility-Policy.pdf>

## Section 5 – Gender reassignment, sexual orientation and sex

Launceston College MAT is committed to combating sex discrimination and sexism and promoting the equality of women and men. It is recognised that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes. The MAT is aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours. Launceston College MAT works in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes. The MAT is also committed to ensuring the rights, under the Gender Recognition Act 2005, of transgender people.

Launceston College MAT will ensure that we;

- Monitor student progress in relation to gender and address issues as are presented by this.
- Address gender stereotyping in subject choices, careers advice and work related learning. This is also addressed through aspects of the curriculum.
- Monitor behavioural issues and incidents of bullying by gender, and address issues as are presented by this.
- Where relevant, incidents are reported to the Local Authority.
- Staffing levels, specialism and levels of responsibility are monitored with a view to ensuring there is good representation of each gender.

Launceston College MAT is committed to combating discrimination faced by lesbians, gay men, bisexual, transgender and questioning (LGBTQ) people. We aim to ensure equality of opportunity for LGBTQ people across services and employment.

Launceston College MAT will respect the rights of individuals to be open about their sexual orientation, tackle homophobia, challenge stereotyping and improve knowledge about LGBTQ communities, both internally and to the community as a whole.

Launceston College MAT recognises the need to protect learners from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act 2010.

Launceston College MAT are committed to taking a pro-active approach to preventing all forms of homophobia within Launceston College and will assess the impact of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process.

- We will deal with complaints of discrimination and harassment speedily and notify complainants of the outcome and actions taken.
- Our curriculum will effectively deal with issues of sex and relationships education.
- We will also involve and take advice from external agencies where this can be of support.

## Transgender advice

Launceston College MAT ensures staff and governors are dealing with Transgender matters inclusively. We promote inclusion for all by improving services for Transgender students by:

- empowering Transgender students and their supporters and responding to student voice
- providing support and practical guidance to their experience
- working with a range of professional agencies
- giving students educational opportunities to expand their knowledge and understanding of issues around Transgender.

## Section 6 - Religion and Belief

Launceston College MAT recognises that people can face discrimination because of attitudes in society towards the faith communities to which they belong. Faith-based hate crime has been an increased phenomenon in recent years, developing a character that is distinct from race hate crime.

Launceston College MAT also recognise that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility.

Launceston College MAT are committed to eliminating discrimination and exclusion on the basis of religion or belief.

Launceston College MAT also recognise the need to consider the actions outlined by the Equality Act 2010 which requires us to assess the impacts which our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief.

Equality with regard to religion or belief is promoted at all levels in the MAT and particularly within the Religious Studies (RS) curriculum. This is supported by:

- Marking key national / international events, such as National Holocaust Day
- Visiting speakers into assembly
- Raising awareness of local faith events
- Making provision for students to have space and dignity when practising their faith, or to take a course of study in their particular faith, if requested

We will monitor the effectiveness of this aspect of the Scheme through:

- Ensuring that both religious studies and information and guidance (IAG) have an important status in the curriculum and are properly resourced.
- Student conferencing activities.
- Monitoring student progress, where possible, for students of different religious affiliations.
- Monitoring other relevant data such as attendance, rewards and behavioural incidents.

## Section 7 – Age

Launceston College MAT is committed to promoting equality of opportunity for younger and older people. We recognise that at times, society has negative attitudes, stereotypes and myths about young people and older people. These attitudes can lead to people being socially and economically disadvantaged, excluded and marginalised.

We believe that all people have the right to equality of opportunity and can make a significant and valuable contribution to the wider community.

Age equality means securing the equal participation in society of people of every age, securing a balance between equal citizenship, equality of opportunity, equality of outcome and respect for difference.

We will ensure that through the curriculum and the opportunities beyond it, barriers to community cohesion are addressed and the values of tolerance and respect are upheld.

We will also ensure that in our recruitment practices, as well as staff development opportunities, that we are fully inclusive in our approach to age issues within the workplace.

## Section 8 - Pregnancy and maternity

## Section 9 - Anti-bullying

All forms of bullying and discrimination are unacceptable. We have set out the measures that we will take to address bullying and discriminatory incidents in our Anti-Bullying Policy. We submit data regarding bullying and discriminatory incidents to the Children, Schools and Families Service.

<http://mat.launceston-college.cornwall.sch.uk/wp-content/uploads/2017/07/Anti-Bullying-Policy.pdf>

Our objectives are to prevent harassment or bullying of any kind and create an ethos where acceptance, tolerance and respect for others are the hallmarks of all that we do.

Students are encouraged to speak to an adult if there is an issue with bullying. As an example, at Launceston College a student could speak to their form tutor, Head of House, a member of the pastoral support team or a member of the Academy Leadership Team (ALT). With regard to issues of safeguarding, students are encouraged to report this to the Designated Safeguarding Lead (DSL) or assistant.

Our anti-bullying policy is reviewed annually, in line with the Cornwall and Isles of Scilly Local Safeguarding Children Board Anti-Bullying and Discriminatory Policy Framework.

- The impact of our policy will be assessed through:
- Termly analysis of behavioural incidents and exclusions analysis.
- Student conferencing activities, particularly through the Student Council.
- Student and parent surveys.
- Communication with external partners.
- Principal's Report.

Staff will receive relevant training in relation to bullying and discriminatory incidents relating to homophobia, racism, extremism, disability harassment, sexual and gender bullying, and religious harassment.

## Section 10 - Employment Practices

Launceston College MAT observes the principles of equal opportunities in how we employ, develop and treat our staff.

Launceston College MAT ensures that people are not discriminated against when applying for jobs within the MAT on grounds of the protected characteristics (see appendix A) and will take all reasonable steps to ensure that the environment gives access to people with disabilities, and strive to make communications as inclusive as possible for parents, carers and pupils.

We will ensure that:

- We observe and implement the principles of equal opportunities in employment and adhere to all relevant legislation and Local Authority guidelines.
- We are fully compliant with the requirements of safer recruitment legislation and that staff who manage the employment and recruitment processes have undertaken the required training.
- All teaching staff are subject to performance management and support staff have an annual review.

## Section 11 - Equality Impact Assessments

Key policies, functions or procedures that have been assessed as relevant to meeting the duties set out under race, gender, disability and religion or belief legislation are reviewed in the light of such. In line with best practice we will also assess the impact of our key policies, functions and procedures on promoting sexual orientation equality.

The main system by which we will assess the impact of our current policies, functions or procedures will be through carrying out Equality Impact Assessments.

Equality Impact Assessments (EIA) test current performance and what can be done better in the future. The EIA determines whether a policy or service has a “positive, negative or neutral impact” on some sections of society. It can also be used to test future policies or services. The impacts enable us to take into account the needs of women or men, Black, Asian and ethnic minority groups, disabled people, people’s religion or belief, sexual orientation or age. Council guidance is followed and staff and Governors who are responsible for carrying out these assessments are required to attend relevant training.

## Section 12 - Consultation and Information

We will involve stakeholders in the development and review of the Launceston College MAT Single Equality Scheme in the following ways:

- Creation of an Equality subcommittee which will be responsible for reviewing the policy, it’s objectives and completing impact assessments.
- Parental, student and staff surveys.

## Section 13 - Community Cohesion

We fully embrace our role in promoting Community Cohesion.

Community Cohesion is the process that should happen in all communities to ensure that different groups and individual people get on well together. It should also allow for new residents and existing residents to adapt to one another’s needs and cultural heritage.

At Launceston College MAT, we will promote:

- A sense of shared values by celebrating the cultural diversity of our school community.
- A sense of respect, tolerance and inclusion of all people and all cultures represented in the schools and beyond.
- Community cohesion through our curriculum offer, extra-curricular activities and through the welfare and support offered to all students and their families.
- A global and cultural awareness through maintaining our International Schools status
- The creation of an action plan for further development in this respect.
- A strong sense of individual rights and responsibilities within the Launceston College MAT community.
- That young people trust us to act fairly.
- Mutual respect and honesty between different groups including students and teachers, this reflects the high value that is placed on the principles of equality and permeates the ethos of the Launceston College MAT

- *Students* – Through the IAG curriculum and through Student Voice
- *Parents* – A copy of the Scheme will be put on the website and parents will be requested to give input into its further development.
- *Staff and Governors* – A copy of the Scheme will be shared with the staff team, who are requested to give input into its further development.
- *External Partners* – The school will discuss the Scheme, plus associated school policies, with relevant multi-agency partners.

## Section 13 – Roles and responsibilities

### **The Governing body**

The Governing body of each school accepts its responsibility to promote equality and eliminate discrimination and harassment, as outlined in this Single Equality Scheme. The Governing body has set out its commitment to equal opportunities in this policy and it will continue to do all it can to ensure that the Launceston College MAT is fully inclusive to pupils, prospective pupils, staff and responsive to their needs.

Governors will do this through:

- Involvement in the formulation and review of the Single Equality Scheme and all other related policies.
- Attendance at relevant Local Authority briefings.
- Involvement in setting priorities and systems for monitoring and accountability.
- Ensuring the Scheme is effectively impact assessed.

### **The role of the Principal or Headteacher**

It is the Principal and Headteacher' s role to implement the Single Equality Policy and he/she is supported by the governing body in doing so.

It is the Principal and Headteacher' s role to ensure that all staff are aware of the Equality Policy and their responsibilities within it, and that teaching and non-teaching staff are given appropriate training and support to apply this Policy fairly in all situations.

The Principal and Headteacher ensures that all appointment panels give due regard to this Policy, so that no-one is discriminated against when it comes to employment or training opportunities.

The Principal and Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.

The Principal treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

### **The role of all staff: teaching and non-teaching**

All staff will ensure that all pupils and members of staff are treated fairly, equally and with respect, and will maintain awareness of the Equality Policy.

All staff will strive to provide curriculum material that gives positive images and challenges stereotypical images.

All staff will challenge any incidents of bullying, prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the head teacher.

Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

Staff are personally responsible for their own acts of discrimination, harassment or victimisation carried out during their employment, whether or not the employer is liable. However, an employee is not liable in relation to disability discrimination in College.

## Section 14 - Contracting and Procurement

Contractors undertaking works on behalf of the MAT and suppliers providing goods and services to the MAT will be expected to display the same commitment to implementing equal opportunities standards within employment and service delivery as the MAT does.

## Section 15 - Reporting and reviewing the scheme

Relevant issues arising out of the Scheme will be addressed through Governing Body meetings. Specific aspects relevant to closer monitoring (eg: progress of specific groups of students) will be reported directly to the Governing Body through the students, Curriculum Committee and ALT. The Single Equality Scheme Action Plan will be reviewed on a three year basis, with input from the Governing body.

Launceston College MAT will undertake routine equality monitoring of our pupils by race, gender, age and disability across a number of areas including admissions, exclusions, progress and attainment.

Launceston College MAT also undertakes routine equality monitoring of our staff. We will collect (and for schools with 150+ staff, publish) the following workforce information;

- The number of part-time / full-time staff and the race, gender, disability, and age distribution
- An indication of likely representation on sexual orientation, religion and belief, providing that individuals cannot be identified
- An indication of any issues for transsexual staff, based on our engagement with transsexual staff, providing that individuals cannot be identified, and voluntary groups
- Gender pay gap information <http://mat.launceston-college.cornwall.sch.uk/wp-content/uploads/2018/03/Gender-pay-gap-report-2018-FINAL.pdf>
- Grievances and dismissals

We will publish MAT equality information annually as part of the Principal's Report to the MAT board.

## Section 16 – Publication

The Launceston College MAT Equality Scheme will be published on the MAT website and the individual College and school websites.

Launceston College MAT will develop specific and measurable equality and accessibility objectives based on the evidence gathered and published and the engagement in which we have been involved. Objectives will meet the three aims of the general duty.

The equality and accessibility objectives will be reviewed annually.

Every three years, accordingly, we will draw up an action plan within the framework of the overall improvement plan and process of self-evaluation, setting out the specific equality and accessibility objectives we shall pursue.

We will report annually on progress towards achieving them.

The objectives for 2018-2021 are shown in Appendix C.

## Section 17 – Complaints

The Single Equality Scheme covers a wide degree of equalities issues which Launceston College MAT commits to supporting, in line with national legislation.

Parents / carers who wish to raise a complaint about harassment or unfair treatment with regard to any aspect of the Single Equalities Scheme should do so within the individual College's or schools Complaints Procedure.

Complaints by staff will be dealt with under the Grievance or Dignity at Work Policies, as appropriate.

## Appendix A: Protected characteristics

The protected characteristics for the school's provisions are:

- Disability.
- Gender reassignment.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Age and marriage and civil partnership are NOT protected characteristics for the schools provisions, but do apply to staff.

### Disability

A person is a disabled person (someone who has the protected characteristic of disability) if they have a physical and/or mental impairment which has what the law calls 'a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'. There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause.

In relation to physical impairment:

- Conditions that affect the body such as arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses), diabetes, asthma, epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs are covered.
- HIV infection, cancer and multiple sclerosis are covered from the point of diagnosis.
- Severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided the long-term requirement is met (see below).
- People who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist, are automatically treated as disabled under the Equality Act 2010.

Mental impairment includes conditions such as dyslexia and autism as well as learning disabilities such as Down's syndrome and mental health conditions such as depression and schizophrenia. The other tests to apply to decide if someone has the protected characteristic of disability are:

- The length the effect of the condition has lasted or will continue: it must be long term. 'Long term' means that an impairment is likely to last for the rest of the person's life, or has lasted at least 12 months or where the total period for which it lasts is likely to be at least 12 months. If the person no longer has the condition but it is likely to recur or if the person no longer has the condition, they will be considered to be a disabled person.
- Whether the effect of the impairment is to make it more difficult and/or time-consuming for a person to carry out an activity compared to someone who does not have the impairment, and this causes more than minor or trivial inconvenience.
- If the activities that are made more difficult are 'normal day-to-day activities' at work or at home.

- Whether the condition has this impact without taking into account the effect of any medication the person is taking or any aids or assistance or adaptations they have, like a wheelchair, walking stick, assistance dog or special software on their computer. The exception to this is the wearing of glasses or contact lenses where it is the effect while the person is wearing the glasses or contact lenses, which is taken into account.

## Gender reassignment

Gender reassignment is a personal process (rather than a medical process) which involves a person expressing their gender in a way that differs from or is inconsistent with the physical sex they were born with. This personal process may include undergoing medical procedures or, as is more likely for school pupils, it may simply include choosing to dress in a different way as part of the personal process of change.

A person will be protected because of gender reassignment where they:

- make their intention known to someone – it does not matter who this is, whether it is someone at school or at home or someone like a doctor:
- once they have proposed to undergo gender reassignment they are protected, even if they take no further steps or they decide to stop later on
- they do not have to have reached an irrevocable decision that they will undergo gender reassignment, but as soon as there is a manifestation of this intention they are protected
- start or continue to dress, behave or live (full-time or part-time) according to the gender they identify with as a person
- undergo treatment related to gender reassignment, such as surgery or hormone therapy, or
- have received gender recognition.

It does not matter which of these applies to a person for them to be protected because of the characteristic of gender reassignment. This guidance uses the term 'transsexual person' to refer to someone who has the protected characteristic of gender reassignment.

## Pregnancy and maternity

The Act lists pregnancy and maternity as a protected characteristic. Pregnancy and maternity discrimination is covered in Section 8.

## Race

Race means a person's:

- colour, and/or
- nationality (including citizenship), and/or
- ethnic or national origin

and a racial group is composed of people who have or share a colour, nationality or ethnic or national origins. A person has the protected characteristic of race if they belong to a particular racial group, such as 'British people'.

Racial groups can comprise two or more racial groups such as 'British Asians'.

## Religion or belief

The protected characteristic of religion or belief includes any religion and any religious or philosophical belief. It also includes a lack of any such religion or belief.

A religion need not be mainstream or well known to gain protection as a religion. It must, though, be identifiable and have a clear structure and belief system. Denominations or sects within religions may be considered a religion. Cults and new religious movements may also be considered religions or beliefs.

Belief means any religious or philosophical belief and includes a lack of belief.

'Religious belief' goes beyond beliefs about and adherence to a religion or its central articles of faith and may vary from person to person within the same religion.

A belief which is not a religious belief may be a philosophical belief, such as humanism or atheism.

A belief need not include faith or worship of a god or gods, but must affect how a person lives their life or perceives the world.

For a belief to be protected by the Equality Act:

- It must be genuinely held.
- It must be a belief and not an opinion or viewpoint based on information available at the moment.
- It must be a belief as to a weighty and substantial aspect of human life and behaviour.
- It must attain a certain level of cogency, seriousness, cohesion and importance.
- It must be worthy of respect in a democratic society.
- It must be compatible with human dignity and not conflict with the fundamental rights of others.

## Sex

A person's sex refers to the fact that they are male or female. In relation to a group of people, it refers to either men or women or to either boys or girls.

## Sexual orientation

Sexual orientation means the attraction a person feels towards one sex or another (or both), which determines who they form intimate relationships with or are attracted to.

- Some people are only attracted to those of the same sex (lesbian women and gay men).
- Some people are attracted to people of both sexes (bisexual people).
- Some people are only attracted to the opposite sex (heterosexual people).

Everyone is protected from being treated worse because of sexual orientation, whether they are bisexual, gay, lesbian or heterosexual.

Sexual orientation discrimination also covers discrimination connected with manifestations of that sexual orientation.

## Appendix B

### Staffing Data

Launceston College staffing as at October 2018

There are 211 members of staff.

	Contracted Hours	Gender	Age	Ethnicity	Disabilities/ Impairments/ Allergies
Full time	85				
Part time	126				
Male		61			
Female		150			
Under 20			7		
20 – 30			14		
30 – 40			51		
40 – 50			65		
50 – 60			49		
Over 60			25		
White				202	
Any other white				7	
Asian				1	
Black African				1	
Allergies					23
Asthmatic					14
Diabetic					5
Back/Neck Injury					2
High Blood Pressure					2
Blood Thinning Medication					3
Heart Problems					2

With regard to Religion/Belief and the Sexual Orientation, this information is not held on SIMS.

Bideford staffing data 2018/19

There are 185 members of staff.

	Contracted Hours	Gender	Age	Ethnicity	Disabilities/ Impairments/ Allergies
Full time	80				
Part time	105				
Male		54			
Female		131			
Under 20			1		
20 – 30			18		
30 – 40			43		
40 – 50			56		
50 – 60			51		
Over 60			16		
White				181	
Any other white				2	
Asian				1	
Black African				1	
Allergies					29
Asthmatic					11
Diabetic					4
Back/Neck Injury					2
High Blood Pressure					2
Visual /Hearing					2
COPD/Chrohns					3

With regard to Religion/Belief and the Sexual Orientation, this information is not held on SIMS.

## Student Data

Launceston College

### SIMS Analysis (Ethnicity x Year) Numbers represent: Count

	Year 07	Year 08	Year 09	Year 10	Year 11	Year 12	Year 13	Total
Any other Asian background	1	1	0	0	2	0	1	5
Any other White background	10	7	10	5	14	3	6	55
Any other ethnic group	0	1	1	1	0	0	0	3
Any other mixed background	2	0	1	1	3	0	1	8
Bangladeshi	0	0	2	0	0	1	0	3
Chinese	0	0	0	1	0	0	0	1
Indian	1	0	0	0	0	0	0	1
Information Not Yet Obtained	2	0	0	0	0	6	0	8
Other Gypsy/Roma	1	0	0	0	0	0	0	1
Other White British	104	93	114	99	95	63	56	624
Refused	0	2	1	2	4	1	3	13
White - Cornish	111	100	103	90	75	30	33	542
White - Irish	1	0	0	0	1	0	1	3
White and Asian	1	0	1	0	0	1	2	5
White and Black African	0	0	2	1	1	0	1	5
White and Black Caribbean	0	1	2	1	2	0	0	6
{None}	0	1	1	1	1	12	2	18
<b>Total</b>	<b>234</b>	<b>206</b>	<b>238</b>	<b>202</b>	<b>198</b>	<b>117</b>	<b>106</b>	<b>1301</b>

	KS3 (Years 7, 8 and 9)	KS4 (Years 10 and 11)	KS5 (Years 12 and 13)
SEN Support	88	36	15
Statement	0	0	0
EHCP	19	14	3
Cognition and Learning including DST	46	22	5
Social, Emotional and Mental Health includes ADHD	15	8	4
Sensory and Physical	13	3	1
Communication and Interaction including ASD	16	15	6

Bideford College

**SIMS Analysis (Ethnicity x Year) Numbers  
represent: Count**

	Year 07	Year 08	Year 09	Year 10	Year 11	Total
Any other mixed background	0	0	1	1	1	3
Bangladeshi	0	1	0	0	0	1
Black - African	0	1	0	0	1	2
Gypsy/Roma	1	1	1	1	2	6
Information Not Yet Obtained	1	4	1	2	1	9
Other ethnic group	1	0	1	0	0	2
Refused	0	1	0	0	0	1
Thai	1	0	1	0	2	4
White - British	237	191	222	228	187	1065
White - Irish	0	1	2	0	0	3
White Eastern European	4	0	5	0	4	13
White Other	0	0	4	0	2	6
White Western European	0	0	0	0	1	1
White and Asian	3	1	2	3	0	9
White and Black African	2	2	1	1	0	6
White and Black Caribbean	0	0	1	1	1	3
{None}	0	0	1	0	0	1
<b>Total</b>	250	203	243	237	202	1135

	KS3 (Years 7, 8 and 9)	KS4 (Years 10 and 11)	KS5 (Years 12 and 13)
SEN Support	142	49	5
Statement (Does not exist – no child should have a statement now)			
EHCP	10	19	4
Cognition and Learning including DST	90	32	4
Social, Emotional and Mental Health includes ADHD	60	32	2
Sensory and Physical	16	7	1
Communication and Interaction including ASD	57	29	2

Students who have been on roll this year:

	Year 7	Year 8	Year 8	Year 10	Year 11
Information Not Yet Obtained	1				
Refused	1	1	1		
White - British	37	34	34	31	34
White and Asian				1	
(blank)		1	1		
<b>Grand Total</b>	<b>39</b>	<b>36</b>	<b>36</b>	<b>32</b>	<b>34</b>

SEN information

	7	8	9	10	11
SEN Support	14	14	7	14	6
Statement					
EHCP	3				2

	7	8	9	10	11
Cognition and learning including DST	11	3	3	4	4
Social, mental and emotional includes ADHD	4	9	3	9	2
Sensory and Physical			1		
MLD		1			
Speech, language and communication needs	2	1		1	
Specific learning difficulty			1		2
Total					

## Egloskerry

Egloskerry School is located five miles from Launceston in North Cornwall. Our community come from surrounding villages and hamlets which are within our catchment area and beyond. This area is home to very few diverse ethnic minority communities. Young people from very few minority ethnic communities attend our school.

Our pupil/student population is:

- 94 pupils (1 EAL pupil) - 51 Boys, 43 girls
- 

## Ethnicity by year group

Count of UPN				
Row Labels	Year 8	Year 9	Year 10	Grand Total
Information Not Yet Obtained	1		2	3
Refused	1	1		2
White - British	37	34	19	31
White and Asian (blank)		1		1
<b>Grand Total</b>	<b>39</b>	<b>36</b>	<b>21</b>	<b>32</b>

## SEN information

	KS3 (Years 7, 8 and 9)	KS4 (Years 10 and 11)
SEN Support	39	18
Statement		
EHCP	3	2

	KS3 (Years 7, 8 and 9)	KS4 (Years 10 and 11)
Cognition and learning including DST	19	6
Social, mental and emotional includes ADHD	17	13
Sensory and Physical	1	0
MLD	1	0
Speech, language and communication needs	3	1
Specific learning difficulty	1	0
Total	42	20

## **Appendix C Equality Objectives 2018-19**

- To further develop the knowledge of staff, parents and students in relation to equality and how the MAT develops it.
- To create a culture where diversity is celebrated and where respect and tolerance are fostered.
- Promote the involvement of all groups of students in the life of the school and enrichment opportunities.
- To raise a progress in English for boys it is currently between half a grade and one grade lower than girls.
- Actively close gaps in attainment and achievement between students and all groups of students; especially students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from minority ethnic groups
- Gather information about attendance at parents' evenings and other school events, to identify if there is any under representation by disabled people or parents from ethnic communities.
- Involve the school council in tackling inequality and under representation where we find it and encourage the council to examine ways in which we could improve the representation of different groups in the school.

## **Appendix D Useful Links**

### **Gender Pay Gap**

<http://mat.launceston-college.cornwall.sch.uk/wp-content/uploads/2018/03/Gender-pay-gap-report-2018-FINAL.pdf>

### **Behaviour policy**

<http://mat.launceston-college.cornwall.sch.uk/wp-content/uploads/2018/10/Behaviour-Policy-2018.pdf>

### **Anti-bullying policy**

<http://mat.launceston-college.cornwall.sch.uk/wp-content/uploads/2017/07/Anti-Bullying-Policy.pdf>

### **Safer Recruitment policy**

### **Accessibility**

<http://mat.launceston-college.cornwall.sch.uk/wp-content/uploads/2018/10/Launceston-College-Accessibility-Policy.pdf>

### **Admissions Policy**

<http://mat.launceston-college.cornwall.sch.uk/wp-content/uploads/2017/07/Admissions-Policy.pdf>

