



Title and Description	Single Equality Scheme 2016-2020
Date of last review	Reviewed and updated September 2016
Approved by	Local Governing Board
To be reviewed by	Pastoral Working Group
Responsibility	Academy Business Director
Review period	Policy: four yearly Appendix: annually
Date of next review	Policy: October 2020 Appendix: October 2017

Framwellgate School Durham

Single Equality Scheme (2016-2019)

Equality, Diversity and Accessibility Plan – Information and Objectives

Framwellgate School Durham believes in turning potential into performance. The school has a long-standing commitment to promoting community cohesion and equality as well as respecting diversity. The school strives to ensure that every student and member of staff, no matter their background or family/personal circumstances, fulfils their potential.

Promoting equality is consistent with the stated vision and aims of the school and supports our strategic priorities. The aims of the school and our Policy on Promoting a Culture For Learning make explicit reference to showing respect to others.

This document enshrines our commitment to Equality and Diversity and is supported by our Policy on Equality, Diversity and Community Cohesion.

As a result of the 2010 Equality Act, the school will have due regard of its need to:

- 1) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act;
- 2) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- 3) foster good relations between persons who share a protected characteristic and persons who do not.

The protected characteristics are race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

In addition to these three general aims/elements the school has specific duties that require it to:

- 1) publish information to demonstrate how we are complying with the Public Sector Equality Duty, and
- 2) prepare and publish equality objectives

Framwellgate School Durham welcomes the opportunity to renew its work in this area and to publish information and objectives about equality and diversity. The publication of such information helps to ensure parents/carers can make an informed decision about which school to send their children to. Sharing such information with the public and our 'stakeholders' demonstrates a commitment to transparency and accountability on the part of the school.

Our equality objectives are noted below:-

- 1) Ensure staff are familiar with
 - a) School policies and procedures relating to dealing with 'sensitive issues', reporting and responding to 'hate and prejudice driven behaviour' (including alleged racist and homophobic incidents).
 - b) Our general and specific duties under the Equality Act.

Through attendance at relevant CPD certain staff will enhance their understanding of equality and diversity issues.

2) Continue to raise staff and student awareness of equality and diversity issues and the issue of respect. Activities will include:

- Research project with Durham University
- Investing in Children research/Award

- House Assemblies
- General House Assemblies, Linking Schools Project programme on cultural diversity
- Training of peer supporters (Anti-bullying) by BIG (Bullying Intervention Group)
- Staff to lead Durham University Equality and Diversity Panel for Initial Teacher Trainees with group of FSD students.
- Humanutopia events (since December 2013)
- Hate Crime Assemblies by PCSO and Year 10 carousel as part of 'Prison Me, No Way' day.

3) To further highlight matters to do with equality and diversity, and in light of the Equality Act, review and revise:

- a) The school Policy on SEND / Inclusion, Assemblies and Collective Worship as well as the Position Statement on Dealing with Sensitive Issues.
- b) The Curriculum and active citizenship events (enrichment/collapsed timetable events as noted in Student Experience Provision Maps).

4) Address staff concerns about homophobic language being used within a particular Year 7 class with an educative stance about respect and tolerance. ('Baseline' assessment of issue and possible later 'measurement' after interventions), including PCSO / drama event) and interventions by Humanutopia. As appropriate, make use of NASUWT and Stonewall resources.

5) To seek further opportunities to address the issue of gender stereotyping in literature (in liaison with the Library Resource Centre Manager). To challenge gender stereotyping, as it relates to the career choices of female students through the purchase of library books, the work of the STEM ambassador, especially the Sixth Form Internship programme and the whole-school Enterprise Week.

6) To further develop the strand of the Key Stage 3 Tutorial Programme and the role of the assigned Pastoral Manager that supports the development of the literacy skills of our students for whom English is an additional language (EAL). To facilitate staff CPD, as appropriate, on the issue of support for EAL students.

7) To review SEN / Inclusion Policy (see 3b) and the schools provision including the Achievement Centre Directorate self-evaluation document and a focus on the local/school offer and provision mapping for SEND and/or Pupil Premium students. (see whole school Improvement Plan).

The September 2011 UK Statutory Instrument, which outlines what schools must do in relation to the publication of information and objectives, says that, although information, must be updated annually (to take account of students entering the school and leaving it, and of changes among the staff) our objectives can remain the same for up to four years. We anticipate that some of our objectives will be retained for at least one additional year, but others are likely to change.

We will next update this information in September 2017.

The school will not publish information which makes it possible for individual students or members of staff to be identified.

When the information and objectives are published next year (and every year thereafter), we will review the progress we are making in relation to the objectives. These objectives will be rooted in our self-evaluation process and will be an element of our general school improvement work. A member of the School Leadership Team will have a strategic lead in this area and liaise with the Community Working Group of the Local Governing Board (and the Trust Board, as appropriate).

September 2016

Appendix 1: Information (as of September 2016)

As a result of the Public Sector Equality Duty the school publishes the following information about staff and students.

Staff	
Age	17 years – 30 years : 17
	31 years – 49 years : 67
	49 years + : 53
Gender	137 in total, with 88 female and 49 male colleagues
Salaries	Males and females are paid equally for doing similar work
Promoted Posts (SLT & Directors)	4 females and 3 males are on School Leadership Team 5 females and 3 males are Directors
Part-time	All requests for part-time work are considered. There are currently two part-time teachers, both covering maternity leave. At the present time we have no job-share but we would consider this should a request be made.
Disability	Should we have staff with disabilities we would endeavour to make all reasonable adjustments to enable them to do their job properly. Currently no member of staff has reported that they have a disability.
Gender Re-assignment	None

Students	
Age	11-18 years old
Gender	468 females and 550 males with no significant imbalance in any year group.
Ethnicity	75 Students other than White British
Religion	430 No Religion/Not Declared, 551 Christian (includes Anglican, Methodist and Roman Catholic), 16 Muslim, 2 Buddhist, 1 Sikh, 14 Other Religion. Students who request a place for prayer are accommodated and families requesting time off school for Religious festivals have such requests viewed sympathetically.
SEND (Special Educational Needs & Disabilities)	60 students
FSM (Free School Meal)	91 students currently listed (LAC – 3, Armed Forces – 4)
Pupil Premium Students	154 students 'ever 6' listed

<p>EAL (English as an Additional Language) (2016)</p>	<p>KS5 – Year 13 – 4 students out of 79 Year 12 - 1 student out of 76 With such a small number of students no meaningful analysis of examination results can be made.</p> <p>KS4 – Year 11 With only 4 students any accurate statistical analysis is not possible. The table below shows the performance at GCSE of the EAL students in comparison with the whole cohort.</p> <table border="1" data-bbox="651 680 1366 943"> <thead> <tr> <th colspan="3" style="text-align: center;">EAL Students Cohort</th> </tr> <tr> <th style="text-align: center;"><i>Number of Students</i></th> <th style="text-align: center;">4</th> <th style="text-align: center;">%</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">% students with 5 A*-C</td> <td style="text-align: center;">3</td> <td style="text-align: center;">75</td> </tr> <tr> <td style="text-align: center;">% students with 5 A*-C (inc En & Ma)</td> <td style="text-align: center;">2</td> <td style="text-align: center;">50</td> </tr> <tr> <td style="text-align: center;">% students with 5 A*-A</td> <td style="text-align: center;">1</td> <td style="text-align: center;">25</td> </tr> <tr> <td style="text-align: center;">% students with 5 A*-G</td> <td style="text-align: center;">4</td> <td style="text-align: center;">100</td> </tr> <tr> <td style="text-align: center;">Average Total points score</td> <td colspan="2" style="text-align: center;">498</td> </tr> <tr> <td style="text-align: center;">Average Capped points score</td> <td colspan="2" style="text-align: center;">376</td> </tr> </tbody> </table>	EAL Students Cohort			<i>Number of Students</i>	4	%	% students with 5 A*-C	3	75	% students with 5 A*-C (inc En & Ma)	2	50	% students with 5 A*-A	1	25	% students with 5 A*-G	4	100	Average Total points score	498		Average Capped points score	376	
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<p>Attainment (2016)</p>	<ul style="list-style-type: none"> - At GCSE 77% students achieved 5+ grade A*-C - At GCSE 71% students achieved 5+ grade A*-C (including Maths & English) - 31% of the cohort achieved the English Baccalaureate - 53% of students on FSM (17 students) gained 5 A*-C grades - 47% of students on FSM (15 students) gained 5 A*-C grades including Maths and English - There are no significant issues in terms of achievement by gender. - Year 13 students had a 99% pass rate, with 56% gaining grades A*-B. 																								
<p>Curriculum</p>	<p>All students have access to a broad and balanced curriculum and make choices at appropriate times based on clear information, advice and guidance (IAG). All students have equal access to all aspects of the curriculum, including PE, Sport, Food Tech etc. Through PSHCE, R.E and the work of the STEM (Science, Technology, Engineering and Maths) Ambassador gender stereotyping is challenged. The Student Experience Provision 'Maps' provide further information.</p>																								
<p>Sub - Group and Achievement</p>	<p>The progress made by vulnerable students, as identified by Ofsted in the 'Evaluation Schedule for maintained schools and academies', is closely monitored and is in line with expectations. This monitoring includes the use of the Pupil Premium Grant.</p>																								

Destinations	<p>Destinations of students from Year 11 in 2016, provisional as of September 2016, is as follows:</p> <ul style="list-style-type: none"> • 96% stayed within full-time education – of these 42% entered our Sixth Form; 58% went to other sixth forms / FE colleges. • 0% went into full-time employment or the Armed Forces. • 2% are on Apprenticeships. • 2% are not known/not in settled full-time activity. <p>Year 13, as of September 2016:</p> <ul style="list-style-type: none"> • 64% of our Sixth Form went on to Higher Education. • 10% progressed onto Further Education courses or training (with a view to entering HE in the future). • 11% progressed to Apprenticeships. • 7% entered employment (including those employed while on Gap Years). • 8% are taking 'Gap Years' (listed as Gap Year with no present employment). • Of the entire year group who went through the system (according to UCAS) 6 were 'not placed'. All of these are now in further training, employment or gap years.
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