



# NCS Equality Information

## Public Sector Equality Duty (Section 149)

### Purpose of this Document

This document contains information about how the Sixth Form ensures it meets its Specific Equalities Duties.

The **Public Sector Equality Duty** requires our Sixth Form I to publish information about Equalities.

The **Equality Act 2010** clearly states that the following groups must be taken into account. People identified in the following groups are considered to have a protected characteristic.

### Protected Characteristic – Sixth Form must take into account when publishing information

- Disability
- Sex (gender)
- Race (ethnicity)
- Pregnancy and Maternity
- Religion and Belief
- Sexual Orientation
- Transgender

### Policy statement on equality and community cohesion

The NCS 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 Sixth Form 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 students 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 students and parents/carers, and through our School Council.
- 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 Sixth Form 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.



## **How we have due regard to the need to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010.**

- 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.
- We keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We have a Sixth Form behaviour policy that outlines our expectations of both students and staff in their interactions with each other.
- We have a Sixth Form anti-bullying policy that identifies our commitment to anti-bullying. It includes procedures for reporting and dealing with incidences of bullying including a Sixth Form email account.
- 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.
- We keep records of all incidences of discriminatory behaviour against all groups.
- We are DfE compliant regarding disability access.
- Our complaints procedure sets out how we deal with any complaints relating to the Sixth Form.
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- We pay due regard within our recruitment practices, to safeguarding and protecting our students.
- We have procedures for addressing staff discipline, conduct and grievances.
- We track the progress of students from protected groups via our assessment manager.
- Exclusion data is monitored by SLT and this is shared with the Management Board.

## **How we have due regard to the need to advance equality of opportunity?**

### **(a) Disability**

- Policies: SEN Policy, Confidentiality Policy, Whistle Blowing Policy, Safeguarding and Child Protection Policy, School Access Plan.
- We are DDA compliant.
- Sharing medical data with staff on a need to know basis. e.g. Nut allergy for cooking/food tasting/lunches.
- School designated 'Child Protection' persons.
- Staff report concerns around students using a Child Protection Form.
- Annual anti-bullying assembly as well as Ignite sessions dealing with bullying.
- We take part in events that celebrate the lives of disabled people and promote equality and positive images of disabled people e.g. Invictus Games
- Where required we support disabled learners and staff by meeting their individual needs.
- We take steps (reasonable adjustments) to ensure that disabled students are not put at a disadvantage compared to other students.



- We carry out accessibility planning for disabled students that increases the extent to which they can participate in the curriculum, improves the physical environment of the Sixth Form and increases the availability of accessible information to disabled students.

### **(b) Ethnicity and race (including EAL learners)**

School policies: Managing allegations against staff, Confidentiality Policy, Whistle Blowing Policy, Safeguarding and Child Protection Policy.

- We have a designated 'Child Protection' lead who is a SLT member.
- Our staff report concerns around children using a Child Protection Form.
- We provide a curriculum that aims to eliminate discrimination.
- We identify students at risk of disadvantage and implement strategies to support them.
- We communicate with EAL families in their own language.
- We promote communication with families unable to access usual routes of communication.
- Our staff have relevant CPD, e.g. Child Protection.
- We monitor the attainment and progress of all our students by ethnicity.
- We set targets to improve the attainment and progression rates of particular groups of students.
- We identify and address barriers to the participation of particular groups in learning and other activities.
- We involve parents, carers and families in initiatives and interventions to improve outcomes for particular groups.
- We link with groups, organisations and projects in the local community.
- The senior leadership team and staff body is ethnically diverse.
- We have a student survey to gather their views and opinions.
- All staff have received Safeguarding training as part of whole staff INSET.

### **(c) Gender**

- We monitor the attainment of all our students by gender.
- We set targets to improve the attainment and rates of progress of particular groups of boys and girls.
- 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 and challenge.
- We ensure that young people have access to information about different sector workplaces and occupations to challenge outdated images and ideas about careers and employment.
- We work in partnership with other organisations, 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 Sixth Form and contribute to their children's learning and progress.
- Plan and deliver lessons with a variety of learning styles.
- Our approach to Relationship and Safety Education is conducted within a moral and values framework which is based on the principles of respect, understanding and empathy towards others of different backgrounds, cultures, sexuality, feelings and views.
- 67% of the Senior leadership team are female.



### **(d) Pregnancy and maternity**

- The Sixth Form provides sensitive and appropriate support to any member of the NCS community who is pregnant or who has recently had a baby, including respecting confidentiality when appropriate.
- Follow Health and Safety guidance for pregnancy.
- We follow best practice with regards to information, advice and guidance.
- Provision of Sixth Form counsellor.

### **(e) Religion and belief**

Policies: Confidentiality Policy, Whistle Blowing Policy, Safeguarding and Child Protection Policy.

- Sixth Form designated 'Child Protection' person and team.
- Staff report concerns around students using a concern form.
- Our approach to Relationship and Safety Education is conducted within a moral and values framework which is based on the principles of respect, understanding and empathy towards others of different backgrounds, cultures, sexuality, feelings and views.
- All students receive lesson on Philosophy as part of our Ignite Programme.
- The Super Curricular Programme has sessions on great philosophical thinkers.
- Celebration of religious festivals e.g. Eid celebration.
- Our students take part in the Holocaust Memorial day.
- CPD, e.g. Child Protection.
- There is a designated space for students to pray which is always supervised by a member of the NCS staff.
- The Sixth Form is sensitive to the religious beliefs of its students and personalises its response accordingly to ensure that students are taking a full part in Sixth Form life.
- All staff have received Safeguarding training as part of whole staff INSET.

### **(f) Sexual orientation**

- Collect data on bullying and report all incidents related to homophobia.
- The A level RS specification requires students to be taught about faith attitudes towards homosexuality.
- Our Ignite programme delivers sessions on respect and tolerance of different faiths, attitudes and sexual orientation.
- Our approach to Relationship and Safety Education is conducted within a moral and values framework which is based on the principles of respect, understanding and empathy towards others of different backgrounds, cultures, sexuality, feelings and views.

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

- Display positive images and use resources that depict diversity.
- Celebration assemblies and celebration boards.
- We are developing a curriculum that supports all students to understand, respect and value difference and diversity.
- We enable all students to learn about the experiences of disabled people and the discriminatory attitudes they often experience.
- We tackle prejudice and any incidents of bullying based on disability.

*"We are what we repeatedly do. Excellence then, is not an act, but a habit."* Aristotle

---



- Students engage in community work such as assisting the elderly members of our community become more ICT literate.
- Student volunteers assist with Maths and English at their previous secondary school to boost attainment and progress.

### **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: To narrow the attainment gap and improve outcomes of male and female students at AS and A2.**

#### **Action Taken**

- Create a 'hit list' for A2 to ensure students are rigorously monitored and support is put in place both within lessons and outside of lessons.
- Attendance and punctuality is closely monitored so that parents are informed where it falls below 95%.
- Mentoring opportunities are provided either with a member of staff or other high achieving year 13 students.
- Scrutiny of cross year results as well as the Mock Exams undertaken by SLT and LLs. Action plans are implemented, regularly monitored and periodically assessed for impact.

### **Equality objective 2: improve the literacy and oracy levels of EAL students**

- A Literacy Steering Group has been set up to review literacy across the curriculum.
- CPD sessions on improving literacy delivered by different departments
- Inset will be devoted to tackling literacy & oracy with LLs asked to present their action plans to SLT
- A whole school Literacy Policy will be created with input from students and staff.
- A Literacy Strategic document will be created by the Steering Group and presented to the Management Board.