



Living and learning together as a Catholic community in Christ.

Religion reason and kindness are at the heart of our ethos through education.



ST MICHAEL'S COLLEGE SINGLE EQUALITY SCHEME

As a Catholic College our mission is to allow the Holy Spirit, or 'spiritual', to articulate all that takes place in the College. Indeed, it is our faith which gives shape and meaning to our educational Christian ministry, so that pupils feel valued and loved, while reconciliation is at the heart of all our human relationships. Spiritual, moral, social and cultural values are central to The College's mission. Our philosophy therefore is that The College is shaped by people who:

- Learn together in a Catholic community.
- Aspire to academic excellence and success.
- Believe that there are no limits to a child's potential.
- Provide opportunities and challenges to encourage confidence, self-esteem and nurture individual talent.
- Promote a love of learning; a love of Christ and finally a love of each other.



ST MICHAEL'S COLLEGE SINGLE EQUALITY SCHEME 2017-18

Section 1 Introduction:

St Michael's single equalities scheme is designed to meet the Race, Disability and Gender Equality Duties as well as the requirements of the law for Religion and belief and Sexual Orientation. Our college equality scheme also includes how we will meet the requirements under the Employment Equality (Religion and Belief) Regulations 2003, Employment Sexuality (Sexual Orientation) Regulations 2003 and Employment Equality (Age) Regulations 2006. There is also a need to address bullying and discriminatory incidents, as these issues are prevalent in race, disability, gender and homophobic incidents.

In the implementation of the scheme we have moved away 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 the college, at strategic, policy, management and class room level. We need to be able to demonstrate what we have done and what we plan to do to improve opportunities and outcomes for pupils, staff, parents and other users of the college. This scheme will be monitored and delivered through the governor's role, College Improvement and Self Evaluation process.

We will ensure that every pupil 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 the necessary support required to enable them to achieve their highest potential. We will ensure that the college's procedures for disciplining pupils and managing behaviour are fair, effective and equitable.

Our intention is to ensure that the adults working or volunteering in the college include as much as possible a balanced gender mix, appropriate representation of diverse ethnic groups and disabled people. We believe that this will provide good role models for pupils from all backgrounds.

We will involve pupils, staff, parents, carers, governors and other stakeholders in our scheme. Their involvement will inform the preparation, development, publication, review and reporting of the scheme. The aim is to ensure that we meet the needs of people from different ethnic backgrounds, boys and girls, and children and adults with disabilities.

Our Vision and Aims for Equality and Diversity:

The college and its Governing body, recognise that we live in a diverse society. We understand equal opportunities to involve all members of the college community, to extend throughout all activities and policies of the college and to permeate its ethos: to celebrate our common humanity and our shared values; to promote our vision of a just society. As a catholic college we aim to promote a love of Christ, a love of learning and of each other, as such our aim is to eliminate discrimination, and promote equal opportunities and good relations in all areas of college life. We will provide a genuine Christian education which encompasses the dignity and basic equality of all people; valuing the inherent worth of every person. This policy summarises the responsibilities and commitment of Governors, Principal, staff, pupils, contractors, and visitors to promote equality of opportunity for all members of our diverse community; multi faith, multi ethnic, with many skills, abilities and talents and with different needs. We oppose all forms of discrimination based on race, gender, social class, ethnicity, language and disability or sexuality.

Section 2 College Profile and Values

St Michael's Catholic College is in Bermondsey, Southwark. As a mixed sex Catholic College, our students travel to the college from across the Borough. Young people from a range of cultural backgrounds attend our college, including white Irish, Black African, Asian, Chinese and Gypsy/ Roma.

Our student Population (at June 2017) is as follows:

Any other Asian background	15
Any other Black background	106
Any other mixed background	50
Black - Ghanaian	29
Black - Nigerian	78
Black - Sierra Leonian	20
Black - Somali	1
Black Caribbean	21
Chinese	1
Indian	1
Information Not Yet Obtained	1
Kosovan	2
Kurdish	2
Latin/South/Central American	104
Other Black African	102
Other ethnic group	11
Vietnamese	12
White - British	169
White - Irish	14
White Eastern European	43
White Other	11
White Western European	27
White and Asian	7
White and Black African	10
White and Black Caribbean	8
Total	845

Our Staff Population (at June 2017) is as follows:

Aged between	Females	Males		F	M
20 - 30	24	13	Catholic	29	15
31 - 40	20	17	Christian	23	17
41 - 50	12	12	Church of England	7	3
51 - 60	20	5	Not Collected	7	7
61+	6	4	Other	16	9
			{None}		

Staff Ethnicity

	F	M
Any other ethnic background	1	1
Asian or Asian British, Any other Asian Background	3	0
Asian or Asian British, Bangladeshi	1	1
Asian or Asian British, Indian	3	4
Black or Black British, African	3	2
Black or Black British, Any other Black background	2	1
Black or Black British, Caribbean	8	2
Chinese	2	0
Mixed White and Asian	0	1
Mixed, White and Black Caribbean	1	1
White, British	43	30
White, Irish	4	6
White, any other White Background	11	2
Total	82	51
	F	M

Our Governing Body (at June 2017) includes representatives of:
All members of the governing body are Catholic.

Our values as a Christian Catholic College mean that we believe fully in the intrinsic value of every individual regardless of race, disability, gender, gender identity, sexual orientation, religious belief and age. The college believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas and enriches college life.

We are committed to positively promoting race, disability and gender equality; tackling discrimination in its many forms, creating positive relationships amongst the whole of our community and promoting equality of opportunity for all. As a catholic college, we use assemblies and our prayer life to promote not only an inclusive community but one where the uniqueness of the individual is cherished.

Roles, responsibilities, commitment and accountability:

The Single Equality scheme will mainstream equality issues by:

Integrating equality issues into all our key policies, service planning arrangements and performance management framework;

Ensuring that the College's short, medium and long term planning contributes towards this scheme

Ensuring that arrangements are in place to monitor and report on our progress against our action plans as well as our progress on integrating equality issues; and

Ensuring that we engage effectively with stakeholders and local communities in delivering and monitoring the scheme.

Section 3 The Race Duty and Community Cohesion

St Michael's College recognises and welcomes its responsibilities under the race relations (Amendment) Act 2000. Since the 31st May 2002 we have had in place a written statement of our Race Equality policy, and we have implemented the arrangements for developing a race Equality Policy to meet the General Duty.

The purpose of our Race Equality policy (REP) is to help us to:

Prevent racial discrimination, and to promote equality of opportunity and good relations between members of different racial, cultural and religious groups.

Expand access across all communities and in all areas of college activity

Eliminate unlawful racial harassment

Ensure that the policy is also part of planning arrangements that the college already makes and our actions and objectives are met through our Race Equality Action Plan (REAP).

We have developed our REAP for putting our REP into practice and it is part of the college Improvement Plan.

Our Race Equality Policy will become part of the College Equality Scheme 2016 – 2017. All equalities schemes as well as the race equality action plan are reviewed yearly and presented to the governing body for review and ratification.

Community Cohesion

From September 2007 we understand our duty to promote community cohesion as part of the response to the duties contained in the Race Relations (Amendment) Act 2000. Our college already considers this to be a fundamental part of our role.

We understand that 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.

How we Build on what we are already Doing – Creating a sense of shared values

As a Christian Catholic college all members of the community are valued, this is made clear through weekly shared assemblies held by year group, weekly mass which is open to all members of the community and the shared act of worship that takes place at the start of each lesson.

Shared values are transmitted through the college mission statement and reiterated with staff regularly at staff meetings, at all levels.

Our values are shared with students through our daily interactions with them; the way we treat them and the way they see staff treat other adults.

We also use celebration of achievement evenings to promote a shared aspiration for success.

How we develop an understanding in our students that they all have a shared future

Projects such as the year 8 cultural curriculum encourages students to think about themselves as part of a community and to learn about the global community. The college promotes visits to other countries for example South Korean exchange in order to ensure that students gain a global awareness. The whole college and departmental promotion of British values further supports this.

How we emphasis mutual respect and honesty between different groups, including staff and students

We uphold the staff code of conduct and the behaviour policy as well as the respect at work policy.

As a Catholic College we actively promote mutual respect in our dealings with everyone that we encounter.

How the curriculum makes visible the necessity of fairness and trust.

All students are enabled to access the curriculum and tracking procedures monitor the progress of all students and all groups of students at both departmental and whole college level.

Judgments about groupings are made on the basis of objective data, with common, moderated assessment tasks being the deciding factor in pupil movement between classes.

We will evidence in the SEF and other college documentation and evaluations:

A shared sense of the contribution of different communities to the shared vision

A strong sense of individual rights and responsibilities within the college community

All children and parents feel they are being treated fairly and have the same opportunities (student and parental surveys)

Children trust the college to act fairly (Student voice surveys)

Strong and Positive relationships (staff wellbeing survey, student voice survey and parental survey)

The Disability Equality Duties

We welcome the requirements of the Disability Equality Duty and this section sets out our commitment to meeting the duty. Our scheme shows how we promote disability equality across all areas of the college, to disabled pupils, staff, parents, carers and other college users.

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

- Promote equality of opportunity between disabled people and other people
- Eliminate discrimination that is unlawful under the disability discrimination act (1995)
- 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
- Monitor staff and pupils by disability
- Have a Disability equality scheme (DES)
- Have an accessibility plan

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

- Increasing the extent to which disabled pupils can participate in the college curriculum
- Improving the environment of the college to increase the extent to which disabled pupils can take advantage of education and associated services

Please refer to DES and Disability equality policy for information on:

How we have involved disabled people in the development of the scheme and arrangements for evaluating its impact and effect on our practices

Our College's accessibility plan

How we intend to increase access for disabled students.

How we plan to improve equal opportunities for disabled employees

The Gender Equality Duties

We welcome the requirements of the Gender Equality Duty and this section sets out our commitment to meeting the duty. We will give due regard to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation.
- Promote equality of opportunity between women and men in all our functions.

How we gather gender monitoring information:

Through the college census

Through application information

Our Targets for Pupil achievement by gender:

Targets are set on the basis of prior attainment and by using CATS scores. Pupil progress is analysed by gender to measure equality issues but no account of gender is taken when setting the targets.

To address gender stereotyping in subject choices, careers advice and work related learning: we

- use materials that reflect both genders, without stereotyping; as well as challenging stereotypes when they do appear
- promote attitudes and values that will challenge sexist and discriminatory behaviour;
- seek to involve all parents in supporting their child's education;
- provide educational visits and extra-curricular activities that reflect all pupil groupings and which all pupils have an equal opportunity to attend
- take account of the performance of all pupils when planning for future learning and setting targets;
- make best use of all available resources to support the learning of all groups of pupils.
- Support students to make choices on the basis of their abilities and skills and not on the basis of gender
- Where it is considered in the best interests of gender equality, single sex groups are formed for the delivery of some topics.

How issues around gender violence and domestic violence are tackled within the college and how the needs of victims are assessed and met:

This is a child protection issue and we refer to the Child protection policy (which is subject to review using the equality impact assessment)

How we provide classroom based lessons on gender issues such as sexual bullying, sexual exploitation:

These issues are dealt with during the sex education days in Years 8 and 9. Single sex groups are formed for this. Professional organisations are used to provide expert input for students. PSHE sessions are also designed to address these issues directly.

How we respond to the information children receive from the internet, films and magazines where women are objectified or portrayed in a demeaning way: In our lessons and across the college we

- use materials that reflect both genders, without stereotyping; as well as challenging stereotypes when they do appear
- promote attitudes and values that will challenge sexist and discriminatory behaviour;
- seek to involve all parents in supporting their child's education;
- provide educational visits and extra-curricular activities that reflect all pupil groupings and which all pupils have an equal opportunity to attend
- If this is deemed to be a child protection issue then it would be referred to the child protection officer.

Religion and Belief

Our college recognises the need to consider the actions outlined by the equality Act 2009 (Religion and belief) which requires us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief and non belief.

Procedures that will be equality impact assessed in terms of promoting equality with regards to religion or belief are the admissions policy and procedure and the appointments policy and procedures.

Sexual orientation

Our College recognises the need to protect students from unlawful discrimination and harassment on grounds of sexual orientation as required by the equality Act (Sexual orientation) regulations 2007 we are committed to taking a proactive approach to preventing all forms of homophobia within the college and will assess the impacts of our policies, functions and procedures on promoting sexual orientation equality as part of our equality impact assessment process.

Images of a range of motivational and inspirational people are used in lessons, in assemblies and around the college. What we consider to be important is not the sexuality of that person but the action that they took that was inspirational 'By their deeds you shall know them'.

How homophobic bullying, language and stereotyping will be challenged within the College:

Our behaviour policy states that all bullying for whatever reason is unacceptable.

We challenge stereotypes when they do appear

We challenge and discourage language that would be considered offensive to any group of people as part of our Christian and Catholic ethos that we are all children of God.

Age

The college is committed to promoting equality of opportunity for older and younger people. We recognise that society has negative attitudes, stereotypes and myths about youth, ageing, younger and older people. These attitudes and beliefs can lead to both younger and older people being marginalised social and economically disadvantaged, excluded and marginalised. We believe that younger and older people have the right to equality of opportunity and that they make a significant and valuable contribution to the community at large.

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.

The key Objectives of the Health and Wellbeing strategy for the college are:

To maintain and enhance our implementation of the four core themes relating to both the college curriculum and the emotional and physical learning environment in the college in line with the five national outcomes for children and young people:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well being

St Michael's Catholic College support the physical and emotional well being of both pupils and staff through the national curriculum and a number of well being projects.

St Michael's Catholic College aims to provide learning and training opportunities for all pupils and staff regardless of their age, gender, sexual orientation race or physical ability.

The Pastoral Care Policy, the Inclusion Policy and the Disability Policy support strategies to implement these opportunities.

The strategies for these policies include:

- A clearly defined structure which promotes strong relationships between pupils and staff.
- Regular monitoring of staff and pupils' performances.
- Establishing strong working links with parents.
- Developing links with outside agencies.
- Working with Parishes and Chaplains.

The Pastoral Care Policy emphasizes the general welfare of our community (staff and pupils), to promote a spirit of tolerance, compassion mutual respect and understanding by following the Christian ethos of the college. There is a strong emphasis is on holding in equal esteem every pupil, regardless of ability, gender, social or ethnic background or disability.

The College Disability Policy, drafted with the involvement of a support group of disabled people (comprising parents, governors, pupils and teachers) reflects the college commitment to disability equality by ensuring equality of education, opportunity and access for pupils, staff and visitors with a disability. This commitment aims to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in college life. Policies relevant in terms of disability equality are those relating to: attainment, curriculum, accessibility, Special educational needs, admission and attendance, pastoral care, bullying, good community and race relations, health and safety. The strategies in place address monitoring and reviewing the disability equality scheme, the involvement of people with a disability, relevant consultation activities, timescales and responsibilities for each of the above.

The Inclusion Policy aims to provide aims to provide a broad and balanced curriculum for all pupils regardless of their mental, physical or emotional difficulties.

All of these policies will be equality impact assessed.

Anti-Bullying and Discriminatory Policy framework

Our college clearly states that all forms of bullying and discrimination are unacceptable and will not be tolerated. We have set out the measures that our college will take to address bullying and discriminatory incidents in our Anti Bullying Policy; for staff this is dealt with in the Respect at Work policy. We submit data regarding bullying and discriminatory incidents to the Children and Young People's Service in Southwark Council.

Our anti bullying policy, gender policy, race equality policy, disability policy and equality and diversity policy reflect our commitment to preventing harassment and bullying on grounds of race, disability, gender, religion or belief and sexual orientation. We actively oppose any form of bullying or harassment on any grounds as part of our central duty to care for the staff, young people and community of St Michael's.

Our Anti Bullying Policy is reviewed yearly, in line with Southwark Local safeguarding Children Board Anti Bullying and Discriminatory framework.

Staff receive training in relation to bullying and discriminatory incidents relating to homophobia, racism, disability harassment, sexual and gender bullying and religious harassment through the induction programme held for all new staff.

We are committed to recording, analysing and reporting bullying and discriminatory incidents. We ensure that this information is used to prevent other issues.

We pass on bullying and other discriminatory incident forms to Southwark Council's Children's Services department.

Employment Practices

In our college we ensure that we observe the principles of Equal Opportunities in how we employ, develop and treat our staff.

Our arrangements for recruitment and selection:

All posts are advertised nationally

Selection procedures are through application form and Interview. Candidates are shortlisted by the Principal in conjunction with the prospective line manager. Interviews for salaried posts above £20,000 always have a member of the governing body on the panel. All interviews are undertaken by at least two members of staff including the Principal. Common questions are agreed and adhered to and records are kept of the interviews. The college reports to the borough annually the data on both applications to the college and appointments made. This data is also shared with governors.

Training and developing staff

All teaching staff and classroom support staff attend whole college training days. These train on matters arising from the SIP.

Other training opportunities arise from performance management and all staff are encouraged to take their professional development seriously.

Performance management:

All staff have regular, yearly performance management – please refer to the performance management policy and the statement on performance management in the staff handbook.

Our Monitoring arrangements:

We have a fair process for recruitment, which involves safer recruitment.

Restructuring is undertaken in consultation with unions.

Training and development opportunities are monitored through CPD monitoring and written responses

Promotion opportunities and promoted appointments are reviewed yearly by the Principal to ensure a balance of appointments in terms of gender, ethnicity and disability.

The college follows statutory pay guidelines for pay bonuses and allowances, as well as for performance appraisal.

Our procedures for Grievance, disciplinary, harassment and discrimination are clearly stated in our policies, which are screened yearly through equality impact assessments.

Equality Impact Assessments

We are reviewing 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. 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 by carrying out Equality Impact assessments.

We assess the impact of our policies in promoting equality by: examining and tracking pupil data and ensuring that all groups of pupils achieve in line with targets. We use raise on line yearly and internally generated data is analysed termly by both SLT and HODS and HOFs to look for any patterns in underachievement. Where underachievement is identified, appropriate interventions are put in place.

We use student voice and parental surveys to assess the effectiveness of our provision and support and our policies in ensuring these are effective. These surveys are undertaken at least yearly and outcomes form part of discussion around improvement among SLT.

Issues identified through the involvement of disabled staff and pupils have been carefully considered in both the current and the new build and have resulted in the improved access to classrooms (including the width of doors for manoeuvrability), provision of lifts and the creation of a more open and inclusive environment for learning.

All our relevant policies will be Equality Impact Assessed as part of the regular cycle of policy review:

Admissions and transfer

Attendance

Exclusions

Curriculum

Uniform

Bullying

ECM objectives

Discipline
Sports

Please see Equality Impact assessment forms in the appendix

Consultation and Information

Consultation about the work of the college takes place with stakeholders on a regular basis, through parental surveys and through student voice interviews. Governors meet yearly to review all the policies of the college and to monitor their work.

The disability objectives have been formulated after a formal meeting with a number of stakeholders (see disability equality scheme). Race and Gender policies have come about as a result of outcomes (nil complaints) from parent and pupil surveys and from informal one to one conversations with a range of staff.

Parents, staff, students, Governors, the local authority and national guidelines were consulted in the creation of our race, gender and disability objectives. The college takes pains to remove barriers to consultation and has worked hard with hard to reach parents (see percentage increase of parents attending parents' evenings and curriculum evenings). We have undertaken training with the local authority in order to overcome these barriers and are flexible in our timings to ensure that no group is inhibited in their attendance at meetings. The college has an open door policy and every person is spoken to within 24 hours of making a request to contact a member of staff.

We have improved working relations with the college and disabled pupils, staff, parents and members of the community by consulting them about our priorities and by actively seeking opportunities to involve them in the life of the College (For example, our involvement with Graeae Theatre Company)

We regularly monitor the progress of our students, analysing the progress of all groups of students and take action to ensure that intervention takes place.

Our equalities monitoring information shows that there are no inequalities.

Equality scheme objectives

This section sets out the objectives we have identified in order to eliminate discrimination and harassment and promotion of equality in relation to gender, race, disability, religion or belief and sexual orientation.

All policies and practice in the college promote equality of opportunity for all groups; both staff and students

The Colleges equality scheme is in place as a public document and is understood by all stakeholders

The College actively promotes the duty and enables all staff and students to succeed.

Our actions to ensure that this is achieved are as follows:

- 1) Yearly review of race equality Policy by CSA and governing body
- 2) Monitoring of the progress of groups of students to take place using internal data, raise on line and national benchmarks (SLT and LOLs)

- 3) Annual review of SOW and Curriculum to ensure that equality issues are addressed and that no stereotyping of any group takes place (By HODs/ LOLs)
- 4) Monitor attendance at parents' evenings and other after college events
- 5) Monitoring of views through student voice and parental survey to take place yearly (FCO)
- 6) Review of staffing policy (Gender and age discrimination) by the Governors staffing Committee yearly.
- 7) Monitoring of College census.
- 8) Monitoring of racist/ discriminatory incidents in the racial incident book MCN
- 9) Monitoring of behaviour log/ exclusions (MCN)
- 10) Continue to ensure that opportunities for promoting and valuing diversity are actively sought out

We ensure that there is an equal balance of boys and girls

We monitor closely the results for all students and all groups of students

Our aim is to create a harmonious and well balanced community which promotes equal opportunities and in which we value the uniqueness of the individual as created by God.

Roles and Responsibilities.

The governing body accepts their responsibility to promote equality and eliminate discrimination and harassment as outlined in the scheme

The governing body ensure that the college meets the requirements of the Race, Disability and Gender Equality Duties, and meets the requirements of the Equality Act 2009 Religion and Belief and Equality Act (Sexual Orientation) Regulations 2007 by carefully monitoring the policies of the college in line with statutory guidelines.

The governing body will monitor the delivery of the College's Equality Scheme by reviewing it yearly.

The Governing body will ensure that staff understand the importance of the scheme and their role in delivering it by ensuring that there is CPD on equalities, by publishing the scheme in the staff handbook and through the work of the curriculum committee in ensuring that the progress of all students and all groups of students is closely monitored.

The Governing body will ensure that the priorities from the equality scheme are addressed in the College Improvement Plan.

Contracting and Employment.

All contracts for the college (catering, and ICT) are subject to the published equalities policies for RM, Engie, 4Futures and Pabulum catering Contractors.

Action Plan

See appendix for Disability Action Plan.

Objective: Race equality and equality and Diversity	
Activity: To ensure that the college meets the General Duty	
Key Manager: CSA	
Outcomes: Staff and Pupils Enjoy and Achieve	
All policies and practice in the college promote equality of opportunity for all groups; both staff and students The colleges equality scheme is in place as a public document and is understood by all stakeholders The college actively promotes the duty and enables all staff and students to succeed.	
Actions/Steps:	Source of Funding
<ol style="list-style-type: none">1) Yearly review of race equality Policy by CSA and governing body2) Monitoring of the progress of groups of students to take place using internal data, raise on line and national benchmarks (SLT and HOFs)3) Annual review of SOW and Curriculum to ensure that equality issues are addressed and that no stereotyping of any group takes place (By HODs/ HOFs)4) Monitor attendance at parents' evenings and other after college events5) Monitoring of views through student voice and parental survey to take place yearly (FCO)6) Review of staffing policy (Gender and age discrimination) by the Governors staffing Committee yearly.7) Monitoring of College census.8) Monitoring of racist/ discriminatory incidents in the racial incident book GMC9) Monitoring of behaviour log/ exclusions (SLT)10) Continue to ensure that opportunities for promoting and valuing diversity are actively sought out11) Ensure that Governors and SLT are trained in the general duty	
Success Criteria	
Performance for all students and all groups of students will be in line with their targets and above There will be no pattern/ identifiable group indicated in the college exclusion census Lesson observations will show that different groups of students are able to work cooperatively together There is a harmonious environment	
Monitoring and Evaluation:	
<ol style="list-style-type: none">1) Through log books of incidents2) Feedback from Parents and students3) Tracking data and analysis of performance4) Annual Governor training regarding race and equality issues.	

Reporting and Reviewing the Scheme

In line with the requirements of the scheme we will produce an annual report on progress and review and revise the College’s equality scheme every three years.

Regular reviews of progress against our equality objectives will be presented at the annual report to Governors every September, alongside the report on pupil progress and attainment. The SES will be monitored by CSA

Publication:

The College’s equality Scheme is published as a separate document and is available on request

The scheme will be published on the college website after each review. It will be available as a hard copy from the Principal’s PA

June 2017

Date ratified by the Governors:.....

Signed:.....

Review Date June 2018