



# Soar Valley College

A SPECIALIST MATHS AND COMPUTING COLLEGE

**ASPIRE ENJOY ACHIEVE**

## EQUALITIES INFORMATION

APPROVED BY: Principal

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DATE: March 2023

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LAST REVIEWED ON: March 2023

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NEXT REVIEW DUE BY: March 2027

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**EQUALITY INFORMATION**

<b>Protected Characteristic</b>	<b>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</b>	<b>How do we advance equality of opportunity between people who share a protected characteristic and those who do not?</b>	<b>How do we foster good relations between people who share a protected characteristic and those who do not?</b>
<b>Race</b>	<p>All adults model the behaviour expected of students. They show respect and tolerance for all people, regardless of race.</p> <p>Observed behaviour in the school shows respect and tolerance for people of all races amongst students. Many friendship groups include students from a range of backgrounds.</p> <p>Procedures are in place to monitor and deal with prejudice related incidents, of which there are very few.</p> <p>Prejudice related incidents are recorded and reported in line with local authority requirements.</p> <p>Parents/carers are notified of actions and next steps where the victim is a student in the school.</p>	<p>All students have access to the full curriculum.</p> <p>Our school improvement work seeks to address any issues identified as a result of our regular analysis of data, overall and by groups, every 30/31 days.</p> <p>Achievement data is monitored and evaluated, including for any racial group with more than ten students in a year. This ensures that we are appropriately targeting groups where there are concerns about achievement with interventions and additional resources.</p> <p>The diversity of the school workforce reflects the diverse nature of our student population and the community that we serve: 39% of staff at the school are from BAME backgrounds and the school has 6 teachers in middle and senior leadership positions from BAME backgrounds.</p>	<p>All relevant school policies have a statement about equality and are accessible to relevant stakeholders.</p> <p>Our school values, embodied in The Soar Valley Way, emphasise the importance of <b>Respect</b> [<i>consideration to others through our words and actions</i>] and <b>Community</b> [<i>celebrating our diverse cultural identities and being stronger, together</i>].</p> <p>The school's Behaviour Policy makes the expectations based on our values clear: we aim to <i>create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all</i>.</p> <p>The student population of the school is diverse and the content of the school curriculum reflects this diversity.</p> <p>Recognising, respecting and celebrating diversity is promoted through the PSHE and RE curriculum and through the wider curriculum in thoughts for the week, tutor time activities and assemblies.</p>

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<b>Disability</b>	<p>1.4% of the school population have an EHCP.</p> <p>6.1% of students have a disability of some type, with 0.8% having a physical disability.</p> <p>Progress 8 is positive for students identified as having SEND [+0.24] and for those with an EHCP [+0.40].</p> <p>Physically impaired students are fully integrated into school life with many examples of excellent relationships between PI and non-PI students.</p> <p>Students with a disability can attend part time if this is deemed appropriate to their needs.</p> <p>Allowances are made for hospital visits etc.</p> <p>Analysis of bullying data shows incidents are rare.</p>	<p>All students have access to the full curriculum.</p> <p>Achievement data is monitored and evaluated, including for SEND. This ensures that where there are concerns about achievement interventions and additional resources can be deployed to address concerns.</p> <p>Wherever possible, students with physical disabilities take part in the same class activities as their peers; where necessary learning opportunities are effectively adapted.</p> <p>All students have opportunities to join extra-curricular clubs and to go on all school trips.</p> <p>The progress and attainment of students with significant SEND are monitored through the Annual Review process and IEPs.</p> <p>An Accessibility Plan is reviewed regularly to maintain the site in order to enable access for disabled students, staff and visitors.</p> <p>Clear signage, disabled parking bays, ramps and other measures make good provision for disabled students, staff and visitors.</p> <p>Provision is made for students who require medication or access to toilet facilities.</p> <p>Specialist equipment is provided according to needs.</p>	<p>All relevant school policies have a statement about equality and are accessible to relevant stakeholders.</p> <p>The school's Behaviour Policy makes the expectations based on our values clear: we aim <i>to create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.</i></p> <p>The school has a Special Educational Needs Information Report, which is published on our website.</p> <p>Recognising, respecting and celebrating diversity is promoted through the PSHE and RE curriculum and through the wider curriculum in thoughts for the week, tutor time activities and assemblies.</p>

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<p><b>Sex</b></p>	<p>We have proportionately more boys than girls at 53% male and 47% female</p> <p>Progress data shows that girls make better progress [+0.99] than boys [+0.44]. However, boys' progress is significantly above the national progress for boys.</p> <p>Overall exclusion rates for boys and girls are broadly similar, although contrary to the national picture, so far in 2022/2023 more girls than boys have been subject to a fixed term external exclusion.</p> <p>All recruitment adheres to equal opportunity legislation and all roles are open to both sexes.</p> <p>Staff: We have 184 members of staff. The gender profile is:</p> <table border="1" data-bbox="338 898 918 1011"> <tbody> <tr> <td><b>Female</b></td> <td>137</td> <td>74.5%</td> </tr> <tr> <td><b>Male</b></td> <td>47</td> <td>25.5%</td> </tr> </tbody> </table>	<b>Female</b>	137	74.5%	<b>Male</b>	47	25.5%	<p>Our school improvement work seeks to address any gender issues identified as a result of our regular analysis of data, overall and by groups, every 30/31 days.</p> <p>Achievement data is monitored and evaluated, including for gender. This ensures that where there are concerns about achievement interventions and additional resources can be deployed to address concerns.</p> <p>We provide a broad and balanced curriculum. However, some curriculum content is specifically selected to engage boys. For example, we have a significant number of GCSE option groups in computer science and ICT, as well as sports science, which are subjects that are traditionally attractive to boys.</p> <p>Enrichment activities are open to both sexes, although some PE activities may be gender specific.</p> <p>The school has 12 female teachers in middle and senior leadership positions and a further 13 in other leadership positions within departments. The business manager, examinations officer and data manager are all women.</p>	<p>All relevant school policies have a statement about equality and are accessible to relevant stakeholders.</p> <p>A carefully planned careers programme, integrated into the pastoral curriculum is aimed at raising aspirations.</p> <p>Policies and procedures are in place and are regularly reviewed for Relationships and Sex Education.</p>
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<b>Gender Reassignment</b>	<p>We have no date held on gender reassignment.</p> <p>Recruitment procedures comply with equal opportunities legislation.</p> <p>Incidents of homophobic, biphobic and transphobic (HBT) bullying are logged by members of staff and addressed accordingly.</p>	<p>All students, regardless of gender, are able to participate in all aspects of school life.</p>	<p>All relevant school policies have a statement about equality and are accessible to relevant stakeholders.</p> <p>The school's Behaviour Policy makes the expectations based on our values clear: we aim to <i>create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.</i></p> <p>Religious Education and Relationships and Sex Education curriculum raise student awareness of issues.</p>

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<b>Pregnancy and Maternity</b>	<p>No relevant student data.</p> <p>All requests for maternity and paternity leave are well supported and arrangements for returning to work are handled sensitively and with the welfare of the member of staff at the heart of decision making.</p> <p>Specific Health and Safety risk assessments are carried out for staff who are pregnant.</p>	<p>All staff are subject to the same terms and conditions and performance management according to their role.</p> <p>Amendments to roles are made for pregnant staff according to need.</p>	<p>Keeping In Touch (KIT) days are supported to ease the transition to returning to the workplace.</p> <p>Flexible working arrangements have been granted to staff returning from maternity leave.</p>

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Age	<p>Staff: We have 184 members of staff. The age profile is:</p> <table border="1" data-bbox="338 368 920 596"> <tbody> <tr> <td><b>Under 30</b></td> <td>29</td> <td>15.7%</td> </tr> <tr> <td><b>30-39</b></td> <td>449</td> <td>26.5%</td> </tr> <tr> <td><b>40-49</b></td> <td>57</td> <td>30.8%</td> </tr> <tr> <td><b>50-59</b></td> <td>37</td> <td>20.0%</td> </tr> <tr> <td><b>Over 60</b></td> <td>13</td> <td>7.0%</td> </tr> </tbody> </table> <p>Our age profile shows that we have a spread of staff across the age ranges, including a number of staff who are over the normal retirement age. Flexible working agreements have allowed a number of these staff to continue to work for longer.</p> <p>We have adoption procedures that seek to ensure that no one involved in the recruitment process has access to monitoring information.</p> <p>Recruitment procedure ensures all candidates are both shortlisted and interviewed on the basis of suitability for the job.</p> <p>We have an established routine for the use of score sheets for shortlisting and interviews.</p>	<b>Under 30</b>	29	15.7%	<b>30-39</b>	449	26.5%	<b>40-49</b>	57	30.8%	<b>50-59</b>	37	20.0%	<b>Over 60</b>	13	7.0%	Staff are recruited according to the requirement of the role.	All staff are treated equally, regardless of age.
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<p><b>Religion and Belief</b></p>	<p>Data is held but progress is not analysed by religious background.</p> <p>The school's values promote respect for all regardless of their beliefs.</p> <p>Absence for religious observance is authorised.</p> <p>There are no reported incidents of bullying in relation to religion or belief.</p>	<p>Our student population is diverse in terms of faith background.</p> <table border="1" data-bbox="945 363 1480 805"> <tbody> <tr> <td><b>Buddhist</b></td> <td>6</td> <td>0.4%</td> </tr> <tr> <td><b>Christian</b></td> <td>105</td> <td>6.7%</td> </tr> <tr> <td><b>Roman Catholic</b></td> <td>27</td> <td>1.7%</td> </tr> <tr> <td><b>Jehovah's Witness</b></td> <td>9</td> <td>0.6%</td> </tr> <tr> <td><b>Jewish</b></td> <td>1</td> <td>0.1%</td> </tr> <tr> <td><b>Hindu</b></td> <td>630</td> <td>40.3%</td> </tr> <tr> <td><b>Muslim</b></td> <td>518</td> <td>33.1%</td> </tr> <tr> <td><b>Sikh</b></td> <td>144</td> <td>9.20</td> </tr> <tr> <td><b>Other Religion</b></td> <td>4</td> <td>0.3%</td> </tr> <tr> <td><b>No Religion</b></td> <td>81</td> <td>5.2%</td> </tr> <tr> <td><b>Refused</b></td> <td>40</td> <td>2.6%</td> </tr> </tbody> </table> <p>Students cover the RE Agreed Syllabus at Key Stage 3 and 4 and learn about a range of religious traditions.</p> <p>Due regard and mention is given to different religious celebration days and events.</p> <p>Where religious beliefs can be supported in the school they are. For example, we have a Prayer Room at lunchtime every day through the winter months to facilitate prayers for our Muslim students.</p>	<b>Buddhist</b>	6	0.4%	<b>Christian</b>	105	6.7%	<b>Roman Catholic</b>	27	1.7%	<b>Jehovah's Witness</b>	9	0.6%	<b>Jewish</b>	1	0.1%	<b>Hindu</b>	630	40.3%	<b>Muslim</b>	518	33.1%	<b>Sikh</b>	144	9.20	<b>Other Religion</b>	4	0.3%	<b>No Religion</b>	81	5.2%	<b>Refused</b>	40	2.6%	<p>All relevant school policies have a statement about equality and are accessible to relevant stakeholders.</p> <p>The school's Behaviour Policy makes the expectations based on our values clear: we aim to <i>create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.</i></p> <p>All students and staff are given equal value independent of their personal belief or religion.</p> <p>Parents have the opportunity to withdraw their children from RE lessons should they so wish.</p> <p>All staff have been trained in understanding Fundamental British Values and dealing with issues of religious intolerance, including individual on-line 'Prevent' training.</p> <p>The understanding of religion and belief is promoted through the whole curriculum and particularly in the Religious Education syllabus and through assemblies. Opportunities are offered for students to discuss the diversity of beliefs, and people's rights to their own beliefs, as well as encouraging students to reflect on their own and others' beliefs and reasons for their actions.</p>
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<b>Sexual Orientation</b>	<p>No data held.</p> <p>Recruitment procedures comply with equal opportunities legislation.</p> <p>Homophobic, bi-phobic and transphobic language/bullying incidents are recorded</p> <p>Parents/carers are notified of actions and next steps where the victim is a student in the school.</p>	<p>School polices lay out expectations of dealing with homophobic, bi-phobic and transphobic (HBT) bullying and sets out the expectations with dealing with it.</p>	<p>The school's Behaviour Policy makes the expectations based on our values clear: we aim to <i>create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.</i></p> <p>Students are taught the differences between the sexes and that some people are of different sexual orientations and that that is acceptable in our society.</p> <p>Staff are trained in dealing with discrimination and homophobia.</p>