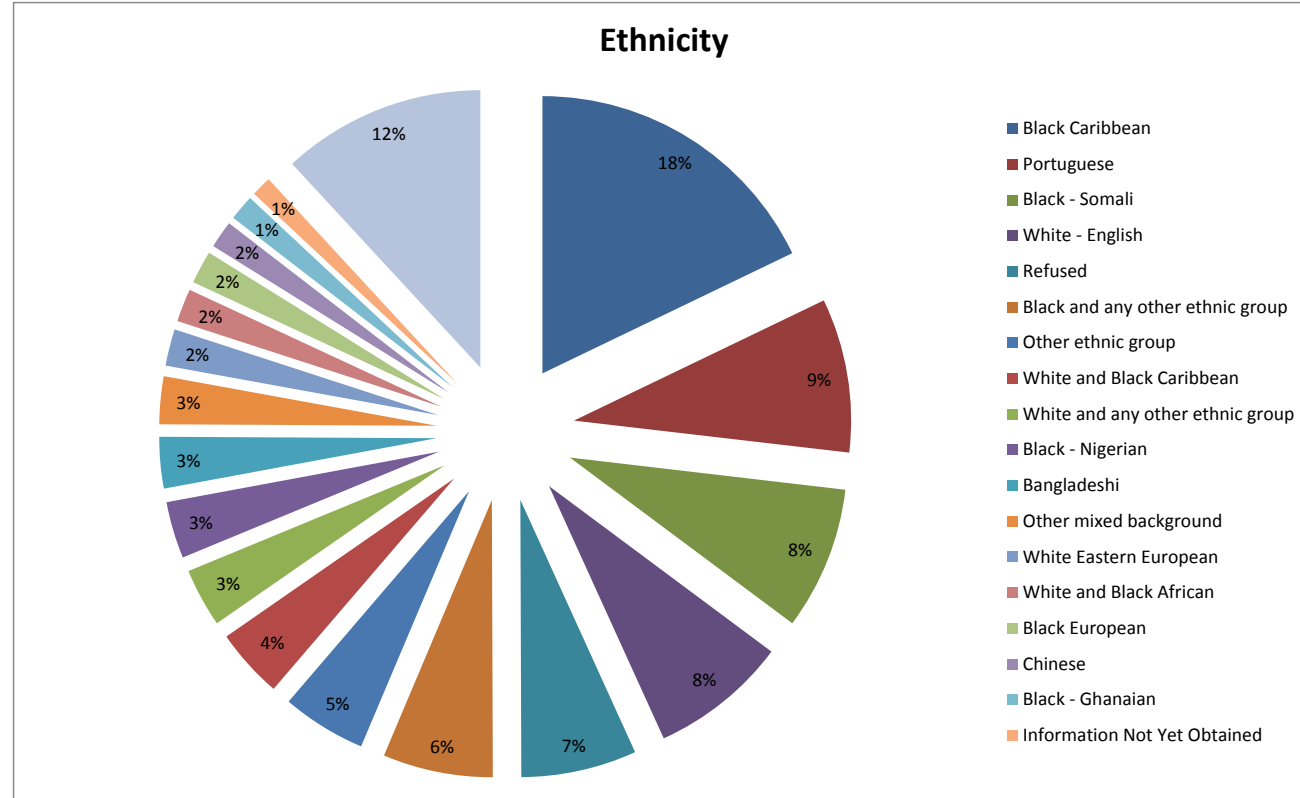


Ethnicity

Afghan	<10
African Asian	<10
Albanian	<10
Arab	<10
Asian and any other ethnic group	10
Asian and Black	<10
Bangladeshi	28
Black - Angolan	<10
Black - Congolese	<10
Black - Ghanaian	14
Black - Nigerian	31
Black - Sierra Leonian	<10
Black - Somali	78
Black - Sudanese	<10
Black and any other ethnic group	60
Black and Chinese	<10
Black Caribbean	167
Black European	18
Chinese	15
Chinese + any other ethnic group	<10
Croatian	<10
Filipino	<10
Gypsy/Roma	<10
Hong Kong Chinese	<10
Information Not Yet Obtained	11
Iranian	<10
Italian	<10
Kurdish	<10
Latin/South/Central American	<10
Other Asian	<10
Other Black	<10
Other Black African	<10
Other ethnic group	46
Other mixed background	26
Other Pakistani	10
Other White British	<10
Polynesian	<10

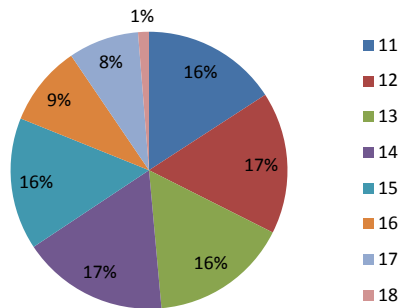


Portuguese	84
Refused	63
Thai	<10
Turkish	<10
Vietnamese	<10
White - English	75
White + any other Asian Backgrnd	<10
White and any other ethnic group	32

White and Black African	18
White and Black Caribbean	38
White and Indian	<10
White and Pakistani	<10
White Eastern European	20
White European	<10
White Other	<10

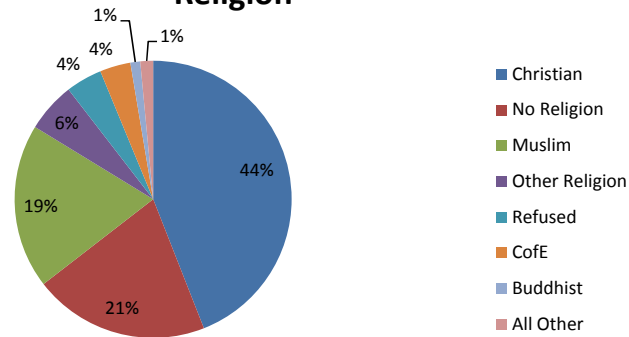
Age

11	150
12	157
13	153
14	162
15	146
16	89
17	78
18	12

Age (Years)

Religion

Buddhist	11
Christian	417
CofE	34
Jehovah's Witnesses	<10
Muslim	182

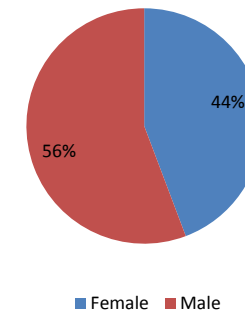
No Religion	194
Other Religion	55
Refused	40
Sikh	<10

Religion

Gender Reassignment

Yes	0
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Gender

Female	419
Male	528

Gender

Disability

Chronic Fatigue Syndrome	<10
Epilepsy	<10
Hearing Impediment	<10
Hydrocephalus	<10
Joint Hypermobility	<10
Saggital Craniosynostosis	<10

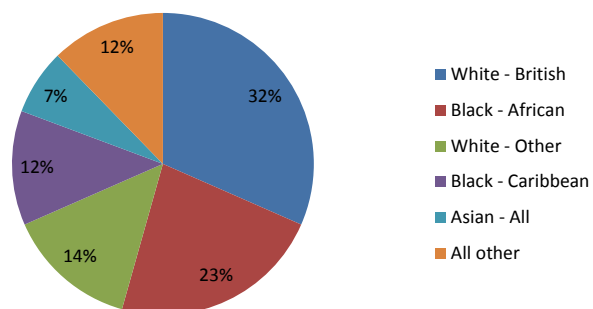
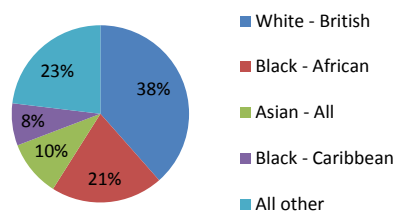
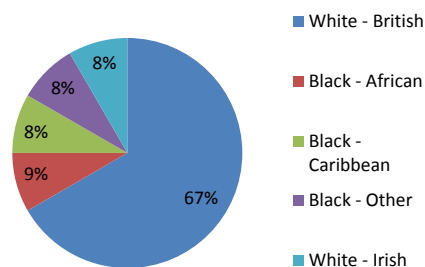
Sickle Cell	<10
Spina Bifida	<10
Thalassemia	<10

Pregnancy / Maternity

Yes	0
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Ethnicity

	SLT	Support	Teacher
Any other Asian Background		<10	
Any other Black background			<10
Any other ethnic background		<10	
any other White Background		<10	<10
Bangladeshi			<10
Black - African	<10	<10	13
Black - Caribbean	<10	<10	<10
Black - Other	<10	<10	
Chinese			<10
Indian		<10	<10
Information Not Obtained			<10
Pakistani		<10	
Refused		<10	
White - British	<10	15	18
White - Irish	<10	<10	
White and Asian			<10
White and Black Caribbean		<10	<10

Teachers

Support

SLT

Pregnancy / Maternity

	SLT	Support	Teacher
Pregnant / Maternity Leave	<10	<10	<10

Gender Reassignment

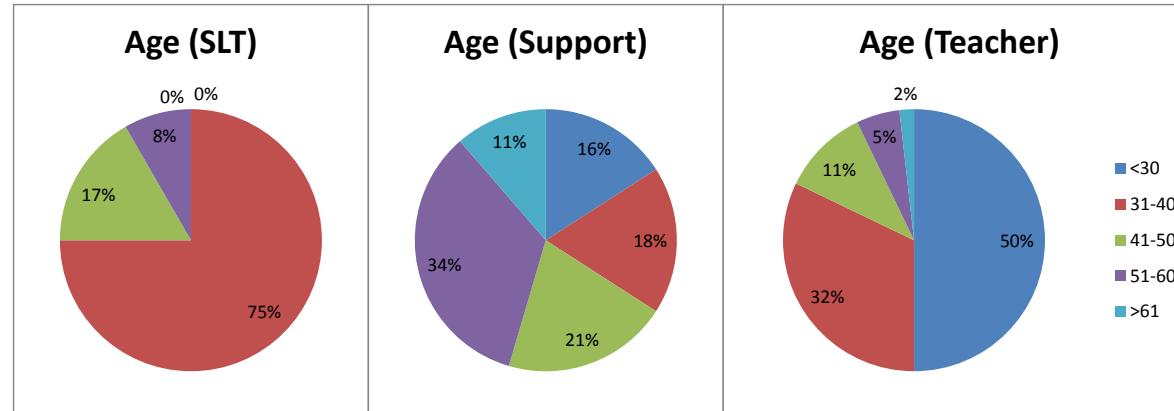
	SLT	Support	Teacher
Yes	0	0	0

Disability

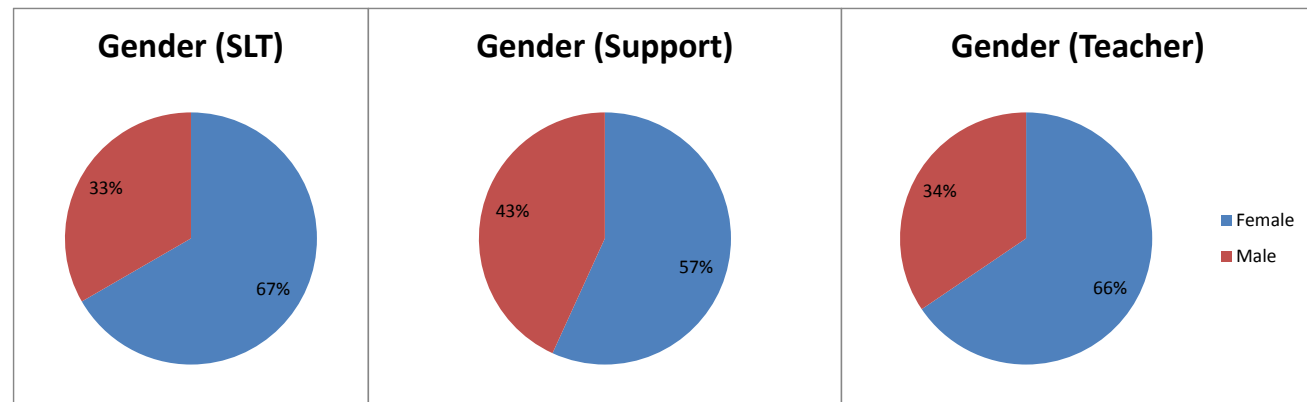
	SLT	Support	Teacher
Yes	0	0	<10

Age

	SLT	Support	Teacher
<30	0	<10	28
31-40	<10	<10	18
41-50	<10	<10	<10
51-60	<10	15	<10
>61	0	<10	<10


Gender

	SLT	Support	Teacher
Female	<10	25	38
Male	<10	19	20



Lambeth Academy Equality Analysis – Sept 2017

PART ONE – EQUALITY ANALYSIS

Protected Characteristic	Group	<u>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</u>	<u>What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?</u>	<u>What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?</u>	<u>What action do we need to take –these will form your objectives (see overleaf)</u>
	All:	Equality Guidelines, translation service, Community Cohesions Policy, Harassment & Bullying Policy, Complaints Policy	Inclusion Policy, celebrate diversity. International School Award 2009-12	School activities to promote positive attitude to support protected groups, community activities, celebrate diversity, provision of translators. Principal's Bulletin/Awards, celebrate diversity, Academy Vision Statement.	Review Translation services to include key documents and policies in different languages and the website.
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, record of cases, recruitment monitoring, 121 meetings with line managers, advice sought from HR.	Those with protected characteristics included in Equality Steering Group and policy development, Fair recruitment processes, documents translated.	Include staff with protected characteristics in activities, culture of academy, teamwork. staff briefings, monitoring of workforce EAP Scheme.	
	Pupils:	Admissions Policy, incident forms, Principal's report, LGB minutes, comparable attainment data, SIMS records, analysis of 'micro population groups' as defined by Ofsted.	RE Curriculum, Chinese New Year, extended school activities, anti-bullying policy, use data to identify groups and implement planned interventions to meet needs (Breaking through the Ceiling), extended school activities to include all groups, EAL support, review exam results to determine actions and interventions, Student mentoring. School Counselling Service, Student Council/Voice.	Monitor types of bullying, content of graffiti, taking seriously reasons for school refusal, celebration assemblies, support national events, display flags from all countries, culture weeks, displaying student photos. School Counselling Service, Student Council/Voice. Black History Month	
Disability	All:	Equality Guidelines, Community Cohesions Policy, Harassment & Bullying Policy. Accessibility Plan, Complaints Policy	Inclusion Policy, Equalities statement, DDA compliance – reasonable adjustments made. Visual Impairment Service.	Forums and Newsletters. Communications record with parents of children with disabilities and provision for staff under DDA, Principal's Bulletin/Awards, Academy Vision Statement.	

PART ONE – EQUALITY ANALYSIS

Protected Characteristic	Group	What evidence do we hold that we <u>eliminate unlawful discrimination, harassment and victimisation?</u>	What evidence do we hold that we <u>advance equality of opportunity with those who share a protected characteristic and those who do not?</u>	What evidence do we hold that we <u>foster good relations with people who share a protected characteristic and those who do not?</u>	What action do we need to take –these will form your objectives (see overleaf)
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, recruitment and promotion data, support plans and info on phased returns, data on staff registered disabled.	CPD access, dialogue with unions and other forums, staff welfare committee, EAP scheme, staff survey, staff counselling, fair recruitment procedures.	Fair and transparent HR processes, Occupational Health screening, reasonable adjustments made, EAP scheme, staff briefings.	
	Pupils:	SEN Policy, SEN achievement data, data on disabilities and adjustments made , evidence of exam access, interviews with parents, DDA compliance, student support from Academy, Disability & Access Policy, SEN/School Action Plus, Admissions Policy, analysis of ‘micro population groups’ as defined by Ofsted.	Assemblies, curriculum, parent’s forums and workshops, discussions on tolerance, School Counselling Service, Student Council/Voice.	Supporting students with disabilities, strategies in place, School Counselling Service, Student Council/Voice. Twilight Sessions/CPD for Staff delivered by PCT. SEN Register	
	All:	Equality Guidelines, Community Cohesions Policy, Harassment & Bullying Policy. Whistleblowing Policy, Complaints Policy	Equality Guidelines, Inclusion Policy.	HR policies and procedures, Principal’s Bulletin/Awards.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, tribunals, 121 meetings. Equal pay claims, recruitment and promotion data.	CPD access, EAP scheme, Staff survey.	Fair and transparent processes, training availability and attendance, staff briefings, Occupational Health screening, EAP scheme.	
	Pupils:	Admissions Policy, Pupil results, evidence of improvement, pupil data, incident forms, LGB minutes, SIMS, Student Support Panel, tutor time, analysis of ‘micro population groups’ as defined by Ofsted.	Inclusion, curriculum, assemblies, behaviour for learning policy, School Counselling Service, Student Council/Voice.	Curriculum, syllabus data, training availability and attendance, assemblies, School Counselling Service, Student Council/Voice.	
Gender Reassignment	All:	Equality Guidelines, monitoring forms and surveys, Community Cohesions Policy, Harassment & Bullying Policy. Complaints Policy	Inclusions Policy. Easy access to informed relevant advice. Newsletters.	Awareness of nationally recognised support groups who provide info e.g. GIRES and MERMAIDS. Forums and Newsletters, EAP scheme, School Counselling Service, Academy Vision Statement.	

PART ONE – EQUALITY ANALYSIS

Protected Characteristic	Group	What evidence do we hold that we <u>eliminate unlawful discrimination, harassment and victimisation?</u>	What evidence do we hold that we <u>advance equality of opportunity with those who share a protected characteristic and those who do not?</u>	What evidence do we hold that we <u>foster good relations with people who share a protected characteristic and those who do not?</u>	What action do we need to take –these will form your objectives (see overleaf)
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure.	Clear recruitment processes, EAP scheme.	Awareness, EAP scheme, staff briefings.	
	Pupils:	Recording all equalities incidents, Inclusion Policy, incident reports, Student Support Panels.	Anti bullying to include specifically transgender (see Home Office booklet). School Counselling Service, Student Council/Voice.	Monitor type of bullying, content of graffiti, taking seriously the reasons for school refusal and being bullied if gender related, assemblies to promote ethos & diversity, School Counselling Service, Student Council/Voice. Promotion of Ethos and Diversity	
	All:	Equality Guidelines, Harassment & Bullying Policy, Community Cohesions Policy. Complaints Policy	Compliance with Guidelines and Policies, Inclusion Policy.	Ongoing communication and support, Academy Vision Statement.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Recruitment and promotion data, rate of return post maternity leave, HR policies and procedures, Adoption Policy, Grievance Procedure.	Compliance with legislation, maternity entitlements, Flexible Working Requests / adjustments made.	Celebration of pregnancies and births, KIT days, invitations to academy events, paternity leave granted, Staff Briefings.	
	Pupils:	Exclusions Policy, SEN Policy, data available, Student Support Panel minutes, Admissions Policy, achievement data, adjustment to timetable.	Adjustments to support learning, liaison with other agencies, flexibility over curriculum and exams, curriculum, results analysis, specialist centres, School Counselling Service Student Council/Voice.	Support network from pastoral team, student encouraged to maintain links with school during absence and kept informed of student activities, ongoing communication and support, curriculum, liaison with parents, assemblies, School Counselling Service, Student Council/Voice.	

PART ONE – EQUALITY ANALYSIS

Protected Characteristic	Group	What evidence do we hold that we <u>eliminate unlawful discrimination, harassment and victimisation?</u>	What evidence do we hold that we <u>advance equality of opportunity</u> with those who share a protected characteristic and those who do not?	What evidence do we hold that we <u>foster good relations</u> with people who share a protected characteristic and those who do not?	What action do we need to take –these will form your objectives (see overleaf)
	All:	Equality Guidelines, Harassment & Bullying Policy, Community Cohesions Policy, Complaints Policy	Compliance with Guidelines.	Academy Vision Statement.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment and promotion data, age profile of staff, HR policies/procedures and guidance, CPD availability and attendance.	Compliance with legislation.	All events inclusive, CPD inclusive of all age ranges, community volunteers, guest speakers.	
	Pupils:	Tutor time, pupil curriculum.	School Counselling Service, Student Council/Voice.	All events inclusive, school work experience, community volunteers, curriculum progression, guest speakers, assemblies Principal's Bulletin/Awards, School Counselling Service, Student Council/Voice. Work Experience in Nurseries/Care Homes.	
	All:	Equality Guidelines, Community Cohesions Policy, Harassment & Bullying Policy, awards for cultural diversity. Complaints Policy	Inclusion Policy, Faith Room available, time off for religious observation.	Principal's Bulletin/Awards, community involvement.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment and promotion data, 121 meetings with line managers.	Fair recruitment processes, documents translated, Faith Room available, fair recruitment processes.	Assemblies, awareness and community involvement, Faith Room available, time off for religious observation, staff briefings, school's calendar adapted to meet the needs of majority religious group, Academy Vision Statement.	
	Pupils:	Group Equal Opportunities Student Statement, Admissions Policy, Tutor time.	RE curriculum, use data to identify groups and implement interventions, extended school activities for all, School Counselling Service, Student Council/Voice.	Assemblies, community involvement, Faith room, time off for religious observation, School Counselling Service, Student Council/Voice, School calendar adapted to meet the needs of majority religious group. Provision of Halal Products	

PART ONE – EQUALITY ANALYSIS

Protected Characteristic	Group	What evidence do we hold that we <u>eliminate unlawful discrimination, harassment and victimisation?</u>	What evidence do we hold that we <u>advance equality of opportunity with those who share a protected characteristic and those who do not?</u>	What evidence do we hold that we <u>foster good relations with people who share a protected characteristic and those who do not?</u>	What action do we need to take –these will form your objectives (see overleaf)
	All:	Equality Guidelines, Community Cohesion Policy, Harassment & Bullying Policy. Complaints Policy	Inclusion Policy.	Academy Vision Statement, briefings.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, 121 meetings, recruitment data, grievance outcomes.	Fair recruitment processes, engage staff in policy development, EAP scheme.	Staff briefings, EAP scheme, TD days, 121's, assemblies.	
	Pupils:	Admissions Policy, Tutor time, incident forms, pupil exclusion for discriminatory behaviour.	Curriculum, School Counselling Service, Student Council/Voice.	Team work, any needs identified and strategies put in place to support students, assemblies/ guest speakers, School Counselling Service, Student Council/Voice.	Collate data to id pupil population

PART TWO – EQUALITY OBJECTIVES

Protected Characteristic	Group	Objective	Deadline
Race			
Disability			
Sex			
Gender Reassignment	Pupils	Review of Inclusion Policy to specifically include Gender Reassignment.	Done- 2015 policy updated
Pregnancy and Maternity			
Age			
Religion and Belief			
Sexual Orientation	Pupils	Collate data to id pupil population	Sept 2017