



Trumpington Community College

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Part of United Learning

Trumpington Community College

Equality Analysis and Objectives

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>
Race	All:	Equality Guidelines, translation function on website, Safeguarding policy, Behaviour policy, Equal Opportunities Statement.	Inclusion Policy, celebrate diversity. Assemblies including specific assemblies around Protected Characteristics, Curriculum, EAL support to students, PSHE, And Now Read – diversity within the books read. Decorating the building for BHM using celebrating our sisters theme in MAs.	School activities to promote positive attitude to support protected groups, celebrate diversity, provision of translator, celebrate diversity, LGBTQ club, Student Voice, PHSE Curriculum, Staff and Student surveys, Morning line up briefing	Extend the translation offer to key documents / conversations about individuals. Cultural Calendar ensuring all religious celebrations are referenced, Guest speakers to reflect diversity.
	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 are included and represented at all levels of the college’s staffing structure and thus contribute to policy development. Fair recruitment processes applied consistently.	Include staff with protected characteristics in activities, EAP scheme, culture of academy, teamwork, Staff Survey and Staff Forum.	Raise awareness of the Equal Opportunities Statements with all staff Equality training for staff and Governors Establish Equality Steering Group

	Pupils:	Updating Admissions Policy in line with Local Authority including removal of info that could potentially lead to discrimination, record of racial incidents, Local Governing Board minutes, comparable attainment data, Arbor records, analysis of 'micro population groups' as defined by Ofsted. PHSE curriculum, Anti-Bullying assembly, student council, equality log	Wider Curriculum, assemblies, extra-curricular activities, anti-bullying policy, use data to identify groups and implement planned interventions to meet needs, EAL support, review exam results to determine actions and interventions, Student mentoring. Mental Health Practitioner, Student Council/Voice, Student Services and pastoral support team.	Monitor types of bullying, content of graffiti, taking seriously reasons for school refusal, celebration assemblies, support national events. Mental Health Practitioner, Student Council/Voice, Student views. EAL TA and support Prevent / Safeguarding referrals as required.	Conduct more detailed analysis of data for different ethnic groups (where statistically relevant) e.g. attendance, attainment, involvement in wider curriculum Celebration of world calendar Curriculum to further reflect the community we serve.
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	All:	Equality Guidelines, Safeguarding Policy, Behaviour Policy, Accessibility Policy.	Inclusion Policy, Equalities statement. Disability and Discrimination Act (DDA) compliance – reasonable adjustments made, lift, reading pens, Chromebooks, curriculum resources accessibility	Communication record with parents of children with EHC plan.	Further Disability and Discrimination Act (DDA) compliance checks and training
Disability	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. HR availability for all staff disclosures.	CPD access, staff survey, fair recruitment procedures, lift access, workplace assessments, occupational health consultations	Fair and transparent HR processes, Occupational Health screening, reasonable adjustments made, Employee Assistance Programme (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, Wider curriculum, School Counselling Service, Staff briefings and CPD records, Student Council/Voice. Sport, clubs, extracurricular, transition, evacuation processes	Supporting students with disabilities, staff advised via Arbor, strategy sheets (Pen Portraits) in place, School Counselling Service, Staff CPD Student Council/Voice.	Year 10/11 buddy system for transition day Additional transition visits for prospective students with SEND

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Sex	All:	Equality Guidelines, Behaviour Policy, Harrassment & Bullying Policy	Equality Guidelines, Inclusion Policy.	HR policies and procedures.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, tribunals (when required), meetings. Equal pay claims, cases of whistleblowing, recruitment and promotion data.	CPD access, EAP scheme, Staff Survey/Staff Forum.	Fair and transparent processes, training availability and attendance, staff briefings, Occupational Health screening, EAP scheme.	Gender pay gap profile
	Pupils:	Admissions Policy, Pupil results, evidence of improvement, pupil data, incident forms, Governors minutes, Arbor.	Equal opps in curriculum, assemblies, Behaviour policy, School Counselling Service, Student Council/Voice.	Curriculum, syllabus data, training availability and attendance, assemblies, School Counselling Service, Student Council/Voice.	Develop a culture that is intolerant to misogyny. Representation through curriculum, images, assemblies, careers advice, all options open to all students, promotion of British Democratic Values

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Gender Reassignment	All:	Examples of supporting transition, Equality Guidelines, monitoring forms and surveys, Behaviour Policy, bullying log.	Inclusions Policy. Easy access to informed, relevant advice. LGBTQ allies club. Supporting students in their gender identity and choice of pronouns. Decorating school for Pride Month in June.	Awareness of nationally recognised support groups who provide info e.g. Kite Trust, non-gendered facilities, EAP scheme, School Counselling Service.	Curriculum representation Staff training
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, non-gendered facilities, policy/guidance for staff transition.	Staff training, clear recruitment processes, EAP scheme.	EAP scheme. Email from Thai Braddick to all staff in relation to their use of pronouns and non-binary identification. Invitation from Thai for discussion.	
	Pupils:	Achievement data on gender dysphoric pupils, recording all equalities incidents, policy/guidance on pupil transition, incident reports, Governors minutes, Admissions Policy, Bullying log	Anti-bullying to include specifically transgender (see Home Office booklet). Wider curriculum on transgender, School Counselling Service, Student Council/Voice. PSHE Decline in incidents of homophobic or transphobic bullying	Monitor type of bullying, taking seriously the reasons for school refusal and being bullied if gender related, assemblies to promote ethos & diversity, School Counselling Service, Student Council/Voice.	Develop log for content of graffiti, even if perpetrator cannot be identified

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Pregnancy & Maternity	All:	Equality Guidelines, Harassment & Bullying Policy.	Compliance with Guidelines and Policies, Inclusion Policy.	Ongoing communication and support.	
	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, tribunals where necessary.	Compliance with legislation, maternity entitlements, Flexible Working Requests / adjustments made. Advert for English post making clear on flexible working potential attracted three times as many applications as standard advert.	Celebration of pregnancies and births, KIT days, invitations to academy events, paternity leave granted, Staff Briefings including recent whole staff briefing from JPE on this and other protected characteristics, referencing her own experience of pregnancy and maternity. Flexible working available at all levels of structure.	Publicise flexi working further.
	Pupils:	Exclusions Policy, SEN Policy, data available, SSP minutes, student pen portraits, tutor time/PHSE, 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.	Annual review of PSHE curriculum

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Age	All:	Equality Guidelines, Harassment & Bullying Policy, Community Cohesions Policy.	Compliance with Guidelines.	Inclusive culture. Reasonably broad age range of staff.	Age profile of workforce Recruiters aware of unconscious bias Training
	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, guest speakers.	
	Pupils:	Wider curriculum.	School Counselling Service, Student Council/Voice.	All events inclusive, challenge, school work experience, community volunteers, curriculum progression, guest speakers, assemblies, School Counselling Service, Student Council/Voice.	

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Religion and Belief	All:	Equality Guidelines, Behaviour Policy. Assembly focus Morning address	Inclusion Policy, Faith space to be made available, time off for religious observation.	Inclusive culture. Halal meat in canteen	Investigate faith room / space
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment and promotion data, 121 meetings with line managers.	Fair recruitment processes, documents translated, facilities for washing, fair recruitment processes. Space made available for prayer during the school day.	Assemblies, Faith space available, time off for religious observation, staff briefings, school's calendar adapted to meet the needs of majority religious group.	
	Pupils:	Group Equal Opportunities Student Statement, Admissions Policy, Tutor time.	Wider and RE curriculum, extra-curricular school activities, School Counselling Service, Student Council/Voice. Space made available for prayer during the school day. Religious festivals feature throughout the year as part of morning address.	Students provided with time and space to observe, assemblies, Faith space, time off for religious observation, Mental Health Practitioner, Student Council/Voice, School calendar adapted to meet the needs of majority religious group.	Introduction of Religious Studies GCSE course.

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Sexual Orientation	All:	Equality Guidelines, Community Cohesion Policy, Harassment & Bullying Policy.	Inclusion Policy.	Inclusive culture.	
	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, 121's, assemblies.	
	Pupils:	Admissions Policy, Tutor time, incident forms, Governors minutes, comparable attainment data, student exclusion for discriminatory behaviour.	Wider curriculum, data to identify and implement interventions, School Counselling Service, Student Council/Voice. Decline in incidents of homophobic or transphobic bullying LGBTQ Allies Club And Now Read book choices	Team work, any needs identified and strategies put in place to support students, assemblies/ guest speakers, Pride and Allies club, Mental Health Practitioner, Student Council/Voice.	Curriculum representation. Increased opportunities for discussion.

PART TWO – EQUALITY OBJECTIVES

Equality Objective 1: Audit the curriculum delivered to students fosters good relations with people who share protected characteristics and adapt where possible.

We will complete this by September 2024

Why we have chosen this objective:

While some of the curriculum content is prescribed by examination boards, there are areas where we have flexibility to adapt our existing curriculum to take more account of people with protected characteristics e.g. in Biology being explicit about the difference between sex and gender.

To achieve this objective we plan to:

- Draw up schedule to audit curriculum content as it is delivered to students
- Highlight areas where the curriculum could be linked with protected characteristics
- Adapt lesson resources to be as inclusive as possible

Equality Objective 2: Conduct more detailed analysis of data for different ethnic groups (where statistically relevant) e.g. attendance, attainment, involvement in wider and extra curriculum

We will complete this by (Date): January 2024

Why we have chosen this objective:

While we currently analyse data by a number of different groups e.g. SEND, Sex, Pupil Premium, we do not analyse by race. It is important that we investigate if there are discrepancies between races and look to develop an action plan if needed.

To achieve this objective we plan to:

- Identify the different races at TCC using Arbor
- Identify any races that are statistically relevant in terms of number
- Add those races to our subgroup monitoring
- Identify any discrepancies in outcomes between statistically relevant races
- If appropriate, develop action plan to address concerns

Equality Objective 3: Develop a system to log graffiti against protected characteristics

We will complete this by: January 2024

Why we have chosen this objective:

While incidents that are reported or have an identifiable perpetrator are logged under current systems, there are no processes currently in place to log graffiti that is noticed around school e.g. in the toilets. This system would enhance current procedures and help monitor indirect abuse against people with protected characteristics which in turn would impact on the content of the wider curriculum and assemblies.

To achieve this objective we plan to:

- Review current recording process for incidents
- Devise process to record graffiti against protected characteristics
- Implement new process with staff
- Monitor incidents logged

Progress we are making towards achieving the identified objectives:

- Improved CCTV coverage supports us in identifying individuals.
- Training with site and pastoral teams on how to photograph and upload to MyConcern.

Appendix 3 - Equality Template Policy Matrix

X = Not applicable * Applicable

Policy	RACE	DISABILITY	SEX	GENDER REASSIGNMENT	PREGNANCY AND MATERNITY	AGE	RELIGION AND BELIEF	SEXUAL ORIENTATION
Admissions Policy	*	*	*	*	*	X	*	*
Adoption Policy	X	X	X	X	*	X	X	X
Disability & Access Policy	X	*	X	X	X	X	X	X
Exclusions Policy	X	X	X	X	*	X	X	X
Equality Guidelines	*	*	*	*	*	*	*	*
Equal Opportunities Statement	*	*	*	*	*	*	*	*
Grievance Procedure	*	*	*	*	*	*	*	*
Harassment & Bullying Policy	*	*	*	*	*	*	*	*
Inclusions Policy	*	*	*	*	*	X	*	*
Recruitment & Selection Policy	*	*	*	*	*	*	*	*
SEN Policy	X	*	X	X	*	X	X	X

