

Information our school is publishing to demonstrate that we have due regard to the need to promote equality, as required by the 2010 Equality Act

1. Our specific duties

We have two Specific Duties under the 2010 Equality Act:

- To publish information to demonstrate our compliance with the general duty to promote equality
- To prepare and publish one or more equality objectives

We have therefore prepared this document to show what we do to promote equality of opportunity and highlight the equality objectives we have prepared.

Links to additional information available on our school website are provided. Other information can be obtained by contacting staff, as indicated.

2. Our objectives from October 2011 are:

Objectives for this period are attached to the Single Equality Scheme. New objectives will be agreed in the Summer Term 2015.

3. Information about what our school does to promote equality:

Type of information	Evidence available and how this can be obtained
Data about the school population and differences of outcome	
1. The College has data on its composition broken down by year group, ethnicity and gender, and by proficiency in English.	Information is available on our website: School Characteristics Pupil Profile 2014 School Characteristics Ethnicity and Language 2014
2. The college has data on its composition broken down by types of impairment and Special Educational Need. We follow DfE guidance on recording disability in addition to Special Educational Need.	Information is available on our website: School Characteristics Pupil Profile 2014
3. The College has data on inequalities of outcome and participation connected with ethnicity, gender and disability, and with proficiency in English. The school also uses data and other evidence provided by the Local Authority or available nationally, to help identify inequalities and the needs of particular groups.	Information is available on our website: School Characteristics Ethnicity and Language 2014 Performance of Groups according to RAISE 2014 at KS4

4. The College uses data and other information on inequalities of outcome and participation when setting itself objectives for achievable and measurable improvements.	Our objectives were based on the following data and other information: attainment, attendance, exclusions, prejudice related incidents
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Documentation and record-keeping

5. There are statements of the college's responsibilities under the Equality Act in various College documents, for example our equality policy	Our equality policy is available on our website: Single Equality Scheme Several other relevant documents are also available on our website: Accessibility Plan Updated version to be agreed Summer term 2015
6. There are references to the College's responsibilities under the Equality Act in the minutes of governors' meetings, staff meetings and senior leadership team meetings.	Governing Body minutes are available on our website: The new duty was discussed at the Governing Body meeting on 28 th March 2012
7. Before introducing important new policies or measures that may have an impact on equality, the College carefully assesses their potential, positive or negative, and keeps a record of the analysis and judgements which it makes.	If you wish to see records relating to particular decisions, please contact: Karel Edwards, Clerk to Governors karel.edwards@fromecollege.org

Responsibilities

8. The Leadership Team has responsibility for equalities matters.	
9. A member of the governing body has a watching brief for equalities matters.	The Equalities link governor is: Lenka Grimes karel.edwards@fromecollege.org

Staffing

10. The College has data on its workforce composition broken down by disability, ethnicity and gender.	As this information is constantly changing if you wish to discuss such information please contact: Rowan Starr, HR Manager rowan.starr@fromecollege.org
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11. The College's programme of staff meetings and continuing professional development (CPD) includes reference to equalities matters, both directly and incidentally.	Information is available from Su King, Vice Principal Teaching and Learning sking@fromecollege.org
12. There is good equal opportunities practice in the recruitment and promotion of staff, both teaching and administrative.	We ensure we adhere to Somerset County Council's guidance on equal opportunities and recruitment
13. Our other policies, including our pay policy, uphold good equalities practice.	Information is available from Rowan Starr, HR Manager rowan.starr@fromecollege.org

Behaviour and safety

14. There are clear procedures for dealing with prejudice-related bullying and incidents.	Evidence of this comes from our most recent Ofsted report: http://www.fromecollege.org/about-us/ofsted
15. Surveys and focus groups show that most pupils feel safe from all kinds of bullying.	Evidence of this comes from our most recent Ofsted report: http://www.fromecollege.org/about-us/ofsted In addition, we have evidence from student and parental surveys

Curriculum

16. Focused attention is paid to the needs of specific groups of pupils (for example those who have Special Educational Needs, Travellers and those who are learning English as an additional language) and there is extra or special provision for certain groups, as appropriate.	If you wish to discuss such support please contact: Gaynor Barendt Special Educational Needs Co-ordinator (SENCO) gbarendt@fromecollege.org
17. There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice and promoting community cohesion and mutual understanding.	Examples of this include: Tutor Programme Collapsed Timetable days Religion & Philosophy
18. There are activities across the curriculum that promote pupils' spiritual, moral, social and cultural development.	Evidence of this comes from our most recent Ofsted report: http://www.fromecollege.org/about-us/ofsted
19. In curriculum materials there are positive	If you wish to discuss equality matters

<p>images of disabled people; of gay and lesbian people; of both women and men in non-stereotypical gender roles; and of people from a wide range of ethnic, religious and cultural backgrounds</p>	<p>related to curriculum materials please contact: John Robson, Assistant Principal jrobson@fromecollege.org</p>
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Consultation and involvement	
<p>20. The College has procedures for consulting and involving parents and carers, and for engaging with local groups and organisations, and has regard in these for the concerns and requirements of the Equality Act.</p>	<p>Examples of how we have consulted and involved parents and other people include annual parent and carer surveys, twice termly parent forums, parent comment email and termly residents meetings</p> <p>parentideas@fromecollege.org</p> <p>community@fromecollege.org</p>
<p>21. The College has procedures for finding out how pupils think and feel about the school, and has regard in these for the concerns of the Equality Act (which may sometimes involve targeted consultation).</p>	<p>Examples of how we have consulted and involved pupils include pupil surveys and the Student Council:</p>