**Review of College Objectives and Compliance with Equality Duty**

**2023-2024**

**Objective 1: Awareness and Understanding of Legislation**

To ensure that all staff and trustees are aware of the current legislation surrounding equality and diversity and understand their responsibilities.

**Review:** The college has implemented comprehensive training programs for all staff and trustees, ensuring they are well-informed about the latest equality and diversity legislation. Regular workshops and seminars are conducted to keep everyone updated on their responsibilities. Additionally, the college provides accessible resources and materials that outline key legislative requirements, ensuring continuous awareness and understanding.

* Information on Website regarding Public Sector Equality Duty
* Review of HR policies which all ensure PSED is complied with – Consultation by Unions and Staff

**Objective 2: Promoting Awareness, Inclusivity, and Diversity**

To actively promote awareness, inclusivity, and diversity for all, ensuring community cohesion, actively opposing all forms of discrimination, and engendering a sense of belonging for all.

**Review:** The college actively promotes a culture of inclusivity and diversity through various initiatives and events. These include diversity days, cultural celebrations, and awareness campaigns that highlight the importance of inclusivity. The college also has a robust anti-discrimination policy and a clear reporting mechanism for any incidents of discrimination. By fostering an environment where everyone feels valued and included, the college ensures community cohesion and a strong sense of belonging.

* Diversity Training for all staff (external provider-Equaliteach)
* British Values
* EH Sessions at Inset days
* Black History Month
* Visits to Mosques, Temples and Gurdwaras (Millside)
* Racist Incident Reporting – down from 2.25% of negative incidents in 2023 to 1.42% in 2024 (16 pupils down to 8)
* Prayer room in Millside
* PSHE Curriculum

**Objective 3: Addressing Mental Health Issues**

To acknowledge the existence of mental health issues, signposting and actively offering support and guidance, ensuring mental health challenges are not stigmatised.

**Review:** The college has established a supportive framework for addressing mental health issues. This includes providing access to mental health resources, such as counselling services and support groups. The college also runs regular mental health awareness campaigns to destigmatize mental health challenges and encourage open discussions. By signposting available support and actively offering guidance, the college ensures that pupils and staff feel supported and understood.

For staff:

* Education Wellbeing support service
* Reflective Teams Supervision sessions for staff held regularly (with the Educational Psychologists and within centre teams)
* Well-being day for staff
* Wellbeing Policy
* Wellbeing Link Trustee – Jo Rockall

For pupils:

* No22 School Counsellors in each centre
* Work by Educational Psychologist with pupils, staff and parents/carers
* Support from the Mental Health Support Team
* Signposting to services as required – No22, Kooth etc

For parents/carers:

* Parents Coffee Mornings
* Signposting to GEMs workshops and other services / agencies

**Objective 4: Closing the gaps between groups of pupils**

To actively seek to close gaps in attainment and achievement between pupils for all groups of pupils, particularly those eligible for pupil premium, those with SEN, looked after pupils and pupils with English as an Additional Language.

**Review:**

The college has successfully continued to close the gaps in outcomes among all groups of pupils, particularly those with SEND and those with EAL. In 2023-2024, pupils eligible for Pupil Premium have not achieved the benchmark of 5 GCSEs quite as well as those who are not eligible, however this bucks our usual trend. Those pupils achieving 4 GCSEs

Our analysis of outcomes for our Pupil Premium pupils, EAL pupils and those with EHCPs can be found in the tables below.



