

Equality Annual Report 2023-2024

'Ambition and Achievement for all' is at the heart of everything we do as a school. We strive for success for all our young people and want to ensure both staff and students feel valued and respected. We want to create a school that values and celebrates diversity.

We take seriously our responsibilities under the Public Sector Equality Duty, complying with its requirements to :

(a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;

(b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;

(c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The following report highlights some of the steps we have taken to ensure that we are compliant with our duties. This report should be read in conjunction with the accessibility plan, admissions policy, anti-bullying policy and SEND policy. All of these can be found on the policies page of our website.

Equality Objectives:

1. To ensure that all our students have **equal access** to an **appropriately challenging curriculum**, which will lead to social mobility and employability.
2. To increase **student and community engagement** in our work related to equality and diversity and continue to develop our school community's knowledge of all protected characteristics through engaging and relevant training and resources.
3. To continue to **narrow the gap** in achievement between students from different learner groups and to work with students to overcome barriers to learning.
4. To **continue to track and monitor bullying incidents** related to the protected characteristics and **effectiveness of the school anti-bullying strategy**. This will support in the identification of issues surrounding equality and diversity, allowing for early intervention.

Ethnicity	2021-22	2022	2023
White - British	713	671	644
White and Black Caribbean	43	38	48
White and Asian	37	37	31
White - English	9	11	28
Other Pakistani	33	28	21
Black - African	19	17	20
Indian	12	12	17

Any Other Ethnic Group	34	25	17
Any Other Mixed Background	22	19	16
Other Asian	21	19	14
Any Other Asian Background	6	15	14
Kashmiri Pakistani	26	18	13
Chinese	9	12	11
White and Black African	14	11	9
White Other	9	8	9
Black Caribbean	7	8	6
Kurdish	3	4	5
White Eastern European	9	7	5
White Western European	6	5	5
Any Other Black Background	6	5	4
Other White British	1	2	4
White European	1	1	3
White and Indian	0	1	3
Iraqi	1	2	3
Kosovan	2	2	3
Any Other White Background	0	2	3
Mirpuri Pakistani	2	2	2
African Asian	0	0	2
Hong Kong Chinese	2	2	2
Other Mixed Background	0	0	2
Arab Other	2	2	2
Pakistani	2	0	1
Libyan	0	0	1
Black - Ghanaian	0	0	1
Asian and Any Other Ethnic Group	0	0	1
Bangladeshi	2	2	1
Greek	2	1	1
Black European	1	1	1
Nepali	1	1	1
Other Black African	3	2	1
Other Black	1	1	1
Iranian	0	1	1
White and Pakistani	0	0	1
White - Irish	3	3	0
Afghan	1	1	0
Gypsy / Roma	3	1	0
White and Any Other Ethnic Group	1	1	0
Turkish	1	1	0

Kashmiri Other	2	0	0
Egyptian	1	0	0
Portuguese	1	0	0

Religion	2021-2022	2022	2023
No Religion	319	314	291
Christian	274	198	225
Muslim	129	106	129
Anglican/Church Of England	63	78	71
Roman Catholic	21	14	18
Other Religion/Faith	14	11	14
Sikh	8	12	7
Hindu	5	6	4
Buddhist	3	5	3
Greek Orthodox	3	2	2
Jehovah's Witness	3	2	2
Methodist	2	1	2
Refused Information	1	2	2
Romanian Orthodox	1	0	2
Jewish	0	1	1
Christian (Ecumenical)	0	1	1
Pentecostal	1	0	1
Protestant	0	1	1
Rastafari	1	1	1
Ukrainian Orthodox	1	0	1
Orthodox Catholic/Eastern Orthodox	1	0	0
Serbian Orthodox	0	1	0

	2021-22	2022	2023
FSM	276	281	277
EAL	186	186	157
Disadvantaged	334	319	297
Medical Conditions	337	328	245
Service Child	1	2	1
Looked After (In Care)	9	6	2
Young Carer	0	0	0
SEN need(s)	216	204	182
SEN status	187	180	198

Progress towards the objectives – to be updated over the year.

1. To ensure that all our students have **equal access to an appropriately challenging curriculum**, which will lead to social mobility and employability.

All students with SEND access all aspects of the curriculum and follow a GCSE pathway. Some of our students require additional support, interventions and may also have a personalised curriculum, which includes Life Skills. Students are supported and encouraged to be as independent as possible, with the intention of preparing them for adulthood.

Students with SEND may also receive additional interventions allowing them to access the school curriculum, including physiotherapy, personal care and medical interventions.

Students with SEND can also access our Intervention Room, where they will receive individualised support around academic and social/communication needs.

Students with SEND are prioritised for careers interviews and all transition to adulthood activities. From Year 9 onwards, Leeds City College are invited to all EHCP Annual Reviews. For the past two years an identified cohort of SEND students have been working on a bespoke 12 week programme looking at next steps after Year 11.

Personal development is a critical part of the education that students receive at Ralph Thoresby School. As part of our curriculum offer, we promote equality of opportunity through our coaching programme, 'RALPH' values, in assemblies, through extra-curricular activities, and through our taught curriculum. Across our taught curriculum the following areas are actively taught with specific learning opportunities in lessons, we audited these areas and logged each time there is a specific and explicit learning opportunity for students to engage with:

- Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life – 154 times
- Knowledge of, and respect for, different people's faiths, feelings and values – 142 times
- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues – 205 times
- Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds – 192 times
- Acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. - 132 times
- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others – 151 times

We run various widening participation programmes with groups of our students in receipt of pupil premium. We ensure that all students in receipt of the pupil premium funding are prioritised for careers guidance and we have a process to identify potential NEET students from year 9 to ensure they receive bespoke support.

2. To increase **student and community engagement** in our work related to equality and diversity and continue to develop our school community's knowledge of all protected characteristics through engaging and relevant training and resources.

We are currently undertaking the RED Award through Red Kite Alliance and actively working through an action plan focusing on all areas of equality and diversity. We have identified key themes throughout the year and are sharing this with students, staff, parents/carers and the wider community through social media, communication drives our fortnightly Ralph Report and the Citizenship curriculum.

Each year we host the RTS Festival which is a community event and part of this is celebrating the diversity of our school, we have displays from faith groups, charity organisations and community projects related to equality and diversity.

3. To continue to **narrow the gap** in achievement between students from different learner groups and to work with students to overcome barriers to learning.

The national tutoring programme including Academic Mentors and school-led tutoring is being utilised this year to support our pupils who have fallen behind to catch up. Tutoring is a recognised method of addressing low attainment and educational inequality. There is evidence that our model of targeted academic support through highly trained tutors and staff working with small groups and individuals is making a difference to academic progress.

4. To **continue to track and monitor bullying incidents** related to the protected characteristics and **effectiveness of the school anti-bullying strategy**. This will support in the identification of issues surrounding equality and diversity, allowing for early intervention.

All bullying incidents are recorded on CPOMS and if the incident is related to one of the protected characteristics this is identified and tracked. This allows us to monitor and effectively challenge all incidents related to equality and diversity.