Peterhouse School

Equality & Diversity

Incl Public Sector Equality Duty information

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Related / relevant policies and key documents

This document should be read in conjunction with:

Peterhouse Equality & Diversity Policy
Peterhouse Values & Aims
Peterhouse School Anti–Bullying Policy
SMSC and British Values at Peterhouse
Accessibility Plan
SEN Information Report
Autism Initiatives Recruitment and Selection Policy
The Equality Act 2010
The Equality Act 2010 (Specific Duties) Regulations 2011
Department for Education (DfE) guidance: The Equality Act 2010 and schools.

Summary / scope

This document outlines how Peterhouse meets its requirements of the Equality Act 2010, including the public sector equality duty.

Revision Status

This Review Date	Details of Changes	Sections Changed	Author	Date of next review
Dec 2024	New format		Conny Brandt, Claire Sayles	Dec 2025
Feb 2025	Public Sector Equality Duty information and Equality Policy combined into one document		Conny Brandt, Claire Sayles	Dec 2028
Endorsed by the Education Services Governance Committee 21.04.2025				
Jan 2026	Public Sector Equality information updated	Sections 10 - 13, appendices	Claire Sayles	Jan 2027
Endorsed by Peterhouse Governance Committee on 12.2.26				

1 Aims and Purpose

Our school aims to meet its obligations under the Equality Act 2010 and the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Our school aims to promote respect for difference and diversity in accordance with our values, such as Equality & Diversity and Inclusion. At Peterhouse School we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

This document is published on the school website and also available from the school office.

2 Context

Peterhouse provides day education for children and young people with a diagnosis of autism, from Reception to Year 14. We serve a wide geographical area with the majority of students residing in Sefton. The remaining school population is currently made up from four neighbouring Local Authorities including Halton, Liverpool, Wirral and Lancashire. The school is located in an area with wide socio-economic backgrounds with low ethnic diversity (in 2021 census, 96% of Sefton's population identified as White British and mainly Christian) which is reflected in the school population. Therefore it is vital pupils learn about and are given experiences beyond what may be their daily encounters.

Students at Peterhouse learn about equality and diversity through the school's curriculum offer and beyond the curriculum through the Personal Development offer. Well planned enrichment activities incorporate British Values and Cultural Capital to consolidate and generalise learning from the classroom to real life. Due to the unique impact of autism and how it shapes pupils' view of the world, personal learning is important to address misconceptions and challenge thinking. Personal Tutorials give an opportunity to explore their own Identity and Knowledge of the wider world through a person centred approach. As part of the Southport Learning Partnership Peterhouse is part of an Equality and Diversity Working party.

We aim to:

- provide a safe, secure environment in which all our young people are understood and able to develop the skills and strategies to become successful adults with Autism
- prepare students for life in a diverse society in which they can keep themselves healthy and safe
- support our students to understand diversity and relate to others in a socially appropriate way
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age;
- plan systematically to improve our understanding and promotion of diversity; actively challenge discrimination and disadvantage;
- make inclusion a thread which runs through all our activities.

To achieve these aims we will:

- involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures;
- publish and share relevant policies and any impact assessments with the whole community;
- collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage;
- use all available information to set suitable learning challenges for all, respond to students' diverse needs and overcome any potential barriers to learning;
- ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity;
- address any mis-conceptions or perceived beliefs with our students on an individual basis via the Adult Learning Curriculum and Personal Tutorials.
- to enable our young people to positively manage their own behaviour which allows them full access to the community and keeps themselves and others safe;
- welcome applications from all sections of the community when recruiting staff.

3 Roles and Responsibilities

The Education Services Governance Committee (ESGC) will:

- Ensure that the school complies with equality legislation;
- Ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans;
- Scrutinize the recording and reporting procedures at least annually;
- Follow the school's admissions policy, which is fair and equitable in its treatment of all groups;

- Monitor attendance and take appropriate action where necessary;
- Have equal opportunities in staff recruitment and professional development and membership of the Governance Committee;
- Provide information in appropriate, accessible formats;
- Be involved in dealing with serious breaches of the policy;
- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality and inclusion link governor is Liza Slater

They will:

- Meet with the designated member of staff for equality every term and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

<u>The Headteacher will:</u>

- Implement the policy and its strategies and procedures;
- Ensure that all staff receive appropriate and relevant continuous professional development;
- Actively challenge and take appropriate action in any cases of discriminatory practice;
- Deal with any reported incidents of harassment or bullying in line with Autism Initiatives guidance and school policies;
- Ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy;
- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality is the Assistant Head for Pupil Welfare and will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils

- Meet with the equality link governor every term to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All Staff

It is the responsibility of all staff to:

- Be vigilant in all areas of the school for any type of harassment and bullying;
- Deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences;
- Identify and challenge bias and stereotyping within the curriculum and in the school's culture;
- Promote equality and good relations and not discriminate on grounds of race, gender, religion, age and sexual orientation;
- Promote an inclusive curriculum and whole school ethos which reflects our diverse society;
- Keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.
- Record any Equality concerns on a Cause for Concern form on CPOMS.

4 PROCEDURE

In accordance with its legal responsibility, Peterhouse School will ensure that there is NO discrimination against any young person or member of staff for any reason.

Peterhouse School will actively promote equality of opportunity and will investigate all complaints of discrimination.

Peterhouse School is committed to providing a safe environment for all pupils and will apply the school's Anti Bullying Policy to deal with all instances of discriminatory bullying or abuse. It is the responsibility of all staff to be vigilant in these matters. If a young person passes a derogatory remark or behaves in such a manner that may initially appear to be discriminatory, each case must be judged separately. Some young people may have little or no understanding of the comments and/or behaviour which they have displayed towards another person due to their lack of social understanding and lack of empathy. Similarly they may have little or no understanding of the consequences of their actions. In this case, school will work with pupils in order to develop their understanding.

5 Sexual Discrimination

All applicants for admission to the school and all young people of the school will be treated the same way, irrespective of sex.

In particular Peterhouse School will ensure that:

1. No attempt is made to balance the number of boys and girls admitted to the school (given the higher rate of ASC diagnosis for boys it is unlikely that a balance would be achieved).
2. Any tests used to screen pupils are identical for boys and girls.
3. All young people have access to the school's Curriculum.
4. Careers advice, interviews and literature are not sex discriminatory.

Best practice deems that all young people, regardless of their sex, will have equal access to:

5. All subjects in the Curriculum.
6. Work experience placements / experiences
7. All forms of community and social service
8. All recreational, sport and social facilities
9. All out-of-school activities.

However, some individuals as a result of behaviours of concern, sensory sensitivity, language difficulties associated with their ASC may have particular difficulty. We aspire to ensure that equality of access is available to all, in all areas. However it is acknowledged that some of our young people have significant difficulties accessing some aspects of the points 3. to 9. listed. Staff will work flexibly and creatively in order for all young people to gain access to all that is available – see Inclusive Communication Policy.

6 .Sexual Orientation Discrimination

Peterhouse School will not discriminate directly or indirectly against any one because of his or her actual or perceived sexual orientation.

Peterhouse School will not tolerate the harassment or victimisation of anyone because of his or her actual or perceived sexual orientation.

Peterhouse School will promote equality of opportunity for all young people regardless of their sexual orientation. Peterhouse School adheres to Autism Initiatives (UK) policy guidelines for Equal Opportunities and Vulnerable Child and Adult Protection.

7 Racial Discrimination

Peterhouse School will promote equality of opportunity and good race relations and will not discriminate against anyone on the basis of:

1. Race
2. Colour
3. Nationality or Citizenship
4. Ethnic or National origin

The school will not tolerate any form of racial discrimination, racial harassment or inciting of racial hatred.

Incidents of this nature may be offences under criminal law and will be treated as such.

8 Religious Discrimination

Peterhouse School recognises, respects and values the various traditions, customs and rules of different religious groups and will NOT discriminate against any pupils or staff on the grounds of their religion or belief.

9 Disability Discrimination

Peterhouse School will not tolerate any form of discrimination against its young people. This includes the use of any derogatory terms to indicate the young person's supposed mental capacity.

NO assumptions will be made about the general abilities of young people. The school will bear in mind that a child with Special Educational Needs (SEN) is not necessarily disabled.

Peterhouse School will make every effort to ensure that its premises are accessible to people with all kinds of disabilities.

Peterhouse School will undertake reasonable adjustments to ensure that individuals with disabilities have fair and equal access to activities.

The school aims to have a total communication environment which utilises alternative communications systems according to individual pupils' needs and preferences.

Autism Initiatives is a Disability Confident Employer and will make reasonable adjustments to interviews or employment for staff with disabilities.

10 Eliminating Discrimination

- Preparing for Adulthood Curriculum is implemented. These have been specifically designed to meet the particular needs of our cohort. The 'formal 'programme covers sex and relationships, digital citizenship, health and wellbeing, work related learning and independent travel. The 'semi-formal' identity – including knowing about themselves, managing feelings, making choices and behaviour & relationships, understanding of the Wider World including cultures, right & wrong, public & private places, community travel and safety and the ability to say 'no' or ask for help, Independent learning and Creative Thinking – including understanding pictures / symbols / vocabulary, community access and sequencing. Quality of Life – including safety around school and home, health & self-care, well-being, personal hygiene, food and medical support.
- School have actively promoted 'Reasonable Adjustments' for pupils taking DVLA driving tests
- School held events during Anti-bullying week and Online safety weeks
- School works with Safer Schools PC to promote understanding of British Values and protected characteristics.
- Smoothwall, an open source firewall, has been installed which enables school to manage digital risk and pupils to be supported in their understanding..
- The school is a Disability Confident employer, and invites every applicant who meets the essential criteria for a role to interview. The school offers reasonable adjustments to the interview process to every shortlisted applicant.

11 Advancing Equality of Opportunity

- Careers visits and taster days to local further education and higher education providers and work experience opportunities to raise pupil aspirations.
- Careers resources purposely promote opportunities for all.
- Peterhouse Alumni Events and talks from adult with autism are promoted
- Playground refurbishment undertaken to enhance physical and social opportunities for all students regardless of ability.
- School support has recently successfully facilitated 2 pupils into the Police Cadet Volunteer service.
- New 'Pupil Health and Wellbeing' and 'Supporting Pupils with Medical Conditions' policies.
- School engages autistic presenters e.g. for staff training, art sessions for pupils.

The school will:

- Analyse Cause for Concerns and behaviour data to determine strengths and areas for improvement in addressing e.g. bullying, implement actions in response and share this information with the Governance Committee.
- Gather and respond to parent feedback which has recently indicated enhanced confidence.

12 Fostering Good Relations

- Explicitly teach pupils about Protected Characteristics through Peterhouse Preparing for Adulthood Curriculum
- Expressive Arts Enrichment activities which promote opportunity e.g. visits to and from Liverpool Philharmonic.
- Annual Art Exhibition in the local community
- Reading resources for World Book Day reflect and promote a wide range of opportunity and diversity
- Schools promotes celebration of religious and cultural festivals such as Diwali, Christmas, Eid and Chinese New Year.
- Participation and presentation at 'NOW fest' Young Persons Mental Health Event 2025
- Staff are offered option to identify gender pronouns on their email signature.

13 Equality Objectives

See attached report on Equality, Diversity and Inclusion (Appendix 1)

14 Monitoring Arrangements

Cause for Concerns regarding equality are monitored, reviewed and appropriate actions taken in response to address any issues raised.

Data on equality and diversity is reported annually to the Governance Committee.

This document will be updated annually.

The school takes any opportunities to review its policies and procedures based on comments and feedback received from staff, pupils and families.

15 Appendix 1: Equality, Diversity and Inclusion Report

Peterhouse School is committed to promoting equality and diversity, providing an inclusive, caring and supportive environment, which is committed to the promotion of equity and genuine equal opportunity for all.
The Equality Act 2010 requires schools to publish specific and measurable equality objectives.

Peterhouse School recognises that the Equality Act has three aims and they are to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act,
- Advance equality of opportunity between people who share a protected characteristic and those who do not,
- Foster good relations between people who have a shared characteristic and those who do not.

We understand the principle of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. The Equality Act defines 'protected characteristics' as disability, race, religion or belief, sex, sexual orientation, gender reassignment, and pregnancy and maternity.
Our equality objectives are based on our analysis of data and other evidence. They focus on areas we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

Our school provides day education for children and young people with a diagnosis of autism, from Reception to Year 14. We serve a wide geographical area with the majority of students residing in Sefton. The remaining school population is currently made up from four neighbouring Local Authorities including Halton, Liverpool, Wirral and Lancashire. The school is located in an area with wide socio-economic backgrounds with low ethnic diversity (in 2021 census, 96% of Sefton's population identified as White British and mainly Christian) which is reflected in the school population. Therefore it is vital pupils learn about and are given experiences beyond what may be their daily encounters.

We strive to ensure the diversity of our pupils is reflected in our lesson plans and enrichment activities. We aim to ensure learning materials are non-racist, non-sexist, and non-discriminatory, ensuring these are adapted to support for those pupils who need extra help and present differing learning styles. We aim to aim to empower pupils, build connections to those who share similar cultural backgrounds or educational experiences

Our students learn about equality and diversity through our curriculum offer and beyond our curriculum through our Personal Development offer. Well planned enrichment activities incorporate British Values and Cultural Capital to consolidate

and generalise learning from the classroom to real life. Due to the unique impact of autism and how it shapes our pupils' view of the world, personal learning is important to address misconceptions and challenge thinking. Personal Tutorials give an opportunity to explore their own Identity and Knowledge of the wider world through a person centred approach. As part of the Southport Learning Partnership we are part of an Equality and Diversity Working party.

In last years report (2023-24) we detailed our work to uphold the equality act principles of:

- Promoting the elimination of unlawful discrimination, harassment and victimisation
- Fostering good relations between people who have a shared characteristic and those who do not
- Advancing equality of opportunity between people who share a protected characteristic and those who do not

KEY ACHIEVEMENTS THIS YEAR

1. EDI at Peterhouse Audit **-** An audit was completed by a school working party (representing the FE, Business support , SLT, specialists and teaching staff) related to key aspect of our offer to both pupils and staff.

   The areas covered included:

   - Inclusive Curriculum and Teaching
   - Support for Individual Needs
   - Equal Opportunities and Outcomes
   - Anti-Discrimination and Inclusivity
   - Leadership and Policies
   - Parental and Pupil Engagement

   The audit identified the following potential areas for development:

   - Monitoring and Impact data for different cohorts to be sought
   - Inclusive teaching and learning resources to be further developed
   - Consider further whole school staff training
   - Further supporting religious practice and celebrations for staff
   - Consider Rights Respecting Schools Award status
   - Additional staff training related to the needs of pupils with ADHD and PDA

2. School have registered for the Respecting Right Schools Award – UNICEF (RRSA) This award follows a framework developed by UNICEF to promote children's rights in education. These schools focus on creating a respectful, inclusive, and supportive environment where children's rights, as outlined in the UN Convention on the Rights of the Child (UNCRC), are embedded in school culture and daily practice

3. Equality and Diversity Governor identified- Liza Slater. Claire (Assistant Head) and Lisa have met to discuss school work related to EDI.

ACTIONS 2025-26

1. The working party will meet termly to finalise school action plan and review progress towards the plan during the coming academic year.

2. To work towards achieving RRSA Silver Award by July 2026

This will evidence that as a school we:

- actively teaches about rights and involves children in decision-making.
- hold policies which reflect children's rights, and staff and students promote respect and inclusion.
- foster a culture where children feel their voices matter.

3. To further explore and monitor pupils who are facing different kinds of disadvantage, and their intersectionality of need (see Appendix 2).

C.Sayles June 25

16 Appendix 2: Disadvantaged pupils

Definition

At Peterhouse School we define disadvantaged pupils as those who face additional barriers to learning and achievement beyond their special educational needs.

We recognise that disadvantage can present in a variety of ways and may adversely impact a pupil's access to learning, wellbeing, and progress. As a specialist setting for pupils with autism, we understand that disadvantage may be experienced differently for our pupils and families and can be linked to a range of social, emotional, and educational barriers.

All our pupils experience significant disadvantage due to the challenges of their **neurodiversity** and all are supported in their educational needs by the provision of local authority **Education Health Care plans (EHCP).**

In addition to the above define disadvantaged pupils as those who face additional barriers to learning and development, including:

This includes:

1. **Pupils eligible for Pupil Premium funding:**

- Pupils currently eligible for free school meals (FSM)
- Pupils who have been eligible for FSM at any point in the last 6 years (Ever 6 FSM)
- Children looked after by the local authority
- Children who have been adopted from care or who have left care through special guardianship or child arrangement orders (previously looked after children)
- Children of service families

Other vulnerable groups we identify as disadvantaged:

2. **Pupils with English as an additional language (EAL**)
   Defined as:
   - Parent/Carer registers on enrolment
3. **Children known to Social Care**
   Defined as:
   - Pupils with current social care involvement (e.g. Early Help, Child In Need)
   - Pupils with previous involvement
   - Pupils who are LAC
   - Pupils who are post LAC
4. **Pupils with complex medical needs alongside their autism**
   Defined as: those with condition which impact learning
   - Pupils diagnosed with Neurological conditions e.g. epilepsy
   - Pupils diagnosed with Neurodivergent conditions eg ADHD, dyslexia
   - Pupils diagnosed with Chronic illness
     Pupils diagnosed Sensory impairment e.g. pica, hearing or visual impairments
   - Pupil who have conditions such as allergy or asthma that negatively/severely impact their learning eg result in significant absence
5. **Pupils experiencing social, emotional and mental health difficulties**
   Defined as:
   - Pupils who are in receipt of external support services CAMHs

- Pupils who have received external support in the last 12 months
- Pupils who are in receipt of school SEMH support e.g. Therapeutic Intervention, Counselling
- Pupils who have previously been in receipt of school SEMH support in the last 12 months
- Pupils with a current school Welbeing SEMH support plan
- Pupils who have experienced significant stress or trauma in early life (Adverse Childhood Experiences- ACEs)

Defined as:

- *Abuse (physical, emotional, sexual)*
- *Neglect*
- *Household domestic abuse*
- *Parental mental health difficulties*
- *Parental substance misuse*
- *Parental separation with conflict*
- *Bereavement*
- *A parent in prison*
- *Chronic poverty or unstable housing*
- *Being in care / previously looked-after*

6. Pupils who have experienced school nonattendance

Defined as:

- Pupils who have not attended school prior to coming on roll at Peterhouse (Emotional based school refusal - EBSR)
- Severe absence a pupil who misses 50% or more of school sessions period in previous term

Our Current Context

As of September 2025, we have 70 pupils on roll.

Of these:

1. 100% pupils who have a diagnosis of autism
2. 100% pupils who have an EHCP
3. 41.40% are eligible for Pupil Premium funding
4. 4.20% Pupils with (EAL)
5. 57.10 % Pupils known to Social Care
6. 40% Pupils with additional diagnosis alongside their autism
7. 28.57% Pupils with social, emotional and mental health difficulties
8. 31.40% Pupils who have experienced non attendance or severe absence from school.

Specific Vulnerabilities in Our Autism Provision

Children with special educational needs or disabilities (SEND) can face additional safeguarding challenges both online and offline, with additional barriers that can exist when recognising abuse, neglect and exploitation in this group of children. Keeping Children Safe in Education

Our disadvantaged pupils with autism may experience:

- **Communication barriers** that make it harder to express concerns, report difficulties, or advocate for their needs
- **Social isolation** due to difficulties forming peer relationships, compounded by economic disadvantage
- **Increased vulnerability** to exploitation, bullying or abuse due to social communication differences
- **Sensory processing difficulties** that may be exacerbated by home environments where resources are limited
- **Difficulty understanding abstract concepts** such as financial hardship or family stress
- **Rigid thinking patterns** that can make adapting to change (such as family circumstances) particularly challenging
- **Mental health needs** that may be heightened by the combination of autism and disadvantage

Impact of Disadvantage

For our pupils, disadvantage can manifest as:

- Limited access to resources, technology, or learning materials at home
- Reduced opportunities for enrichment activities, therapy, or specialist support outside school
- Increased anxiety or distress related to family circumstances
- Inconsistent routines at home that conflict with the structured support they need
- Reduced parental capacity to support learning or attend appointments due to work or financial pressures
- Limited access to specialist autism-friendly activities in the community
- Potential gaps in early intervention or diagnosis due to barriers accessing services

Our Commitment

We are committed to:

- Identifying and removing barriers to learning for all our disadvantaged pupils
- Ensuring Pupil Premium funding is strategically deployed to address individual needs
- Providing targeted interventions that recognise the intersection of autism and disadvantage
- Working closely with families to understand and respond to their circumstances
- Monitoring the progress and wellbeing of disadvantaged pupils rigorously
- Creating an inclusive environment where all pupils can thrive regardless of background

We recognise that disadvantage is not defined by one single factor but often by the combination and complexity of needs.

Our commitment is to identify each pupil's individual barriers, provide tailored and responsive support, and ensure equitable opportunities for all our pupils to achieve and thrive.

17 Appendix 3: Equality Data

EQUALITY DATA TABLES

June 25 Characteristics of our school population (based school records)

GENDER (RECEPTION – YR 14)															
	R	1	2	3	4	5	6	7	8	9	10	11	12	13	14
BOYS	3	3	4	2	5	2	2	8	2	3	6	8	0	6	4
GIRLS	3	0	0	0	0	0	0	0	1	0	2	1	0	1	0
TOTAL	6	3	4	2	5	2	2	8	3	3	8	9	0	7	4
TOTAL% 2024	*BOYS*	*93.45%*						*GIRLS*	*6.55%*						
2025	**BOYS**	**61 88.40%**							**8 11.60%**						

SEN Need	No. of Students	% of SEN Students with this Need	% of Students with this Need
Other Difficulty/Disability	1	1.45%	1.45%
Multi-Sensory Impairment	1	1.45%	1.45%
Moderate Learning Difficulty	4	5.8%	5.8%
Speech, Language and Communication Needs	11	15.94%	15.94%
Social, Emotional & Mental Health	7	10.14%	10.14%
Severe Learning Difficulty	3	4.35%	4.35%
Autistic Spectrum Disorder	69	100%	100%

PUPIL PREMIUM TOTAL		
FSM	28	40.57%

ETHNIC GROUPS TOTAL		
	NUMBER	%
Total White British	62	89.86%
Total other	7	10.14%
(Detailed information on other ethnicities is held by school but has been redacted to protect the privacy of individual students)		

ENGLISH AS AN ADDITIONAL LANGUAGE TOTAL		
ENGLISH	66	95.65%
NOT ENGLISH	3	4.34 %

CHILDREN LOOKED AFTER		
CLA	0	0%
POST CLA	2	2.89%

We have no information on the following protected characteristics:

Religion
The school does not currently have full information on what religious beliefs are held. However, a range of religious celebrations are recognised.

Gender Identity
The school does not have any information on whether any of the pupils on roll had reassigned their gender.
Where a pupil expresses a personal wish to explore the subject of gender identity, school would offer bespoke support to facilitate full exploration of the topic through a range of supports which may include personal tutorials, SEMH practitioner input.
The school will take note of any additional guidance on how and when to monitor.

Sexual Identity
The school does not have information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-Sexual (LGB) or Transgender.
Where a pupil expresses a personal wish to explore this subject of sexual identify school would offer bespoke support to facilitate full exploration of the topic through a range of supports which may include personal tutorials, SEMH practitioner input.
The school will take note of further advice and guidance from local and national specialists on how and when to ask pupils this question and how to use the data sensitively when collected.

Equality Data – Staff
Schools are not required to publish data about employees where a school has fewer than 150 employees.

C.Sayles June 25