

Equalities at Mildenhall College Academy

Equality Act 2010

The effect of the Equality Act means that schools cannot unlawfully discriminate against students because of their sex, race, disability, religion or belief and sexual orientation.

There are three main aims of the new equalities duty that are relevant to schools:

- 1) Eliminate unlawful discrimination, harassment and victimisation
- 2) Advance equality of opportunity between people who share a protected characteristic and those who do not.
- 3) Foster good relations between people who share a protected characteristic and those who do not.

At Mildenhall College Academy we welcome this new legislation and see it as an opportunity to champion the excellent work we do to promote equality. However, we also recognise that the process of ensuring equality of opportunity is an ongoing challenge that must meet the needs of an ever changing wider community.

This report meets the academy's requirement to collect, analyse and publish information about progress towards meeting these three duties. This is the first of the specific duties of schools: To collect, analyse and publish information about progress towards meeting the three general duties above. All data is correct as of June 2017. This will be reviewed and updated annually.

Protected Groups

The Equality Act 2010 identifies 8 groups with 'Protected characteristics' whose progress and opportunities should be measured:

- 1) Disability
- 2) Gender Reassignment
- 3) Pregnancy and Maternity
- 4) Race
- 5) Religion or belief
- 6) Sex
- 7) Sexual orientation
- 8) Age (does not apply to schools)

The Academy has decided to analyse the progress of certain groups of students who have protected characteristics:

- 1) Male
- 2) Female
- 3) Those who fall under Pupil Premium (PP)

Whilst economic status is not classed as a protected characteristic we feel that there is a risk that students from less advantaged backgrounds can face inequality in life.

4) Those who have English as an Additional Language (EAL)

Whilst students from this group could be identified by their ethnicity, identifying them by their language needs is also useful and relevant to our academy as a non-White English background would not necessarily result in English being a second language.

5) Those who have SEN: Education, Health and Care Plan, SEN support.

6) Those of a non-White ethnicity

There are 32 ethnic groups on roll at MCA. This information is volunteered by parents and carers when enrolling their child.

- a) White - English
- b) White Eastern European
- c) White Other
- d) Portuguese
- e) Other mixed background
- f) Other White British
- g) White and Black Caribbean
- h) White and any other ethnic group
- i) Gypsy/Roma
- j) White and Black African
White + any other Asian
- k) background
- l) Black and any other ethnic group
- m) Indian
- n) White Western European
- o) Filipino
- p) Bangladeshi
- q) White European
- r) Other Chinese

The following groups have two or fewer students:

Latin/South/Central American
Chinese + any other ethnic group
Black European
Other Black
Other Black African
White and Indian
Thai
Asian and any other ethnic group
Asian and Black
Kurdish
Asian and Chinese
Turkish
Black North American
Other Asian

The following groups with protected characteristics are not included as yet in the analysis of the Academy provision for Equalities:

Pregnancy/maternity

The Academy will continue to monitor equality of opportunity for any pregnant students or those with maternity requirements, although this group is not applicable to the current academy cohort.

Gender reassignment

To our knowledge we have no students who have undergone gender reassignment.

Religion or Belief

The Academy continues to meet its requirements to be inclusive of all religions and faiths. Our current student cohort comprises the following religions:

Christian	547
No Religion	465
Other Religion	29
Refused	27
Muslim	6
Buddhist	4
Jehovah's Witness	2

Ethnicity of students at Mildenhall College Academy

There is a wide diversity of ethnicities and nationalities at Mildenhall College Academy. The academy currently has on roll students from thirty two different nationalities and/or ethnic groups. For the purposes of this report, some of these groups have been amalgamated in order for the numbers in each group to be sufficient to generate useful data and analysis.

All data is correct as of June 30th 2017:

		% of Academy
White - English	911	81.0%
White Eastern European	44	3.9%
White Other	21	1.9%
Portuguese	17	1.5%
Other mixed background	11	1.0%
Other White British	8	0.7%
White and Black Caribbean	5	0.4%
White and any other ethnic group	5	0.4%
Gypsy/Roma	4	0.4%
White and Black African	4	0.4%
White + any other Asian background	4	0.4%
Black and any other ethnic group	4	0.4%
Indian	3	0.3%

White Western European	3	0.3%
Filipino	3	0.3%
Bangladeshi	3	0.3%
White European	3	0.3%
Other Chinese	3	0.3%

Although the academy has an overwhelmingly White English cohort, it celebrates its cultural diversity and will continue to embrace the ethos that every child matters. With such a large majority of students from a White - English background, it becomes increasingly important that the academy safeguards the need of students from other ethnic backgrounds and ensures that they do not become marginalized. It is worth noting that data collection has significantly improved over recent years, perhaps as a result of the vertical tutoring system, improved communication with parents/carers and most recently our “We belong here’ campaign. The academy has also been working on improving links with the local traveller community and this is likely to contribute to the increased level of trust that families of that group place in the academy.

Economic status of students at Mildenhall College Academy

The measure used for the purpose of tracking equality of opportunity for all students regardless of financial status of their parents is those students entitled to free school meals. All data is correct as of 30/06/2017.

	Whole Academy	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
FSM	119	29	24	12	24	19	5	6
Non FSM	1006	177	185	166	156	149	80	93

Approximately 11% of our students are entitled to Free School Meals. The academy encourages these students to participate in activities that may be inaccessible to them due to their financial circumstances and there is funding available to ensure that this happens.

Of those students entitled to Free School Meals, approximately 14% come from a background other than White English. This is slightly disproportionate when the ethnicity of the Academy as a whole is considered, so is an area that could be investigated further.

17.6% of those students entitled to Free School Meals are on the SEN: Education, Health and Care Plan or receiving SEN support. This is a disproportionate figure when it is considered that 8% of the academy population is on the SEN: Education, Health and Care Plan or receiving SEN support. It is useful for the Academy to recognise that there is a link between SEN and economic backgrounds of students.

2.5% of those students entitled to Free School Meals have English as a Second Language (EAL).

Attendance

All data is from the academic year 2016-17 and covers all year groups. The statistics are based on a cohort of 1176 students (includes leavers). The academy target for attendance is 95%.

Attendance is a priority at MCA. There is a clear and demonstrable link between attendance and progress and attainment, so it is a priority to improve attendance for all students.

Overall, we are very close to achieving the whole academy attendance target of 95%, FSM and SEND (EHCP) groups are below this target so this is an area that the academy must investigate further.

The group with the lowest attendance are those students from Traveller/Gypsy/Roma backgrounds. Although this is a small group the Academy will continue to liaise with the EWO where necessary and the Equalities and Minority Ethnic Attainment Adviser to improve this figure.

SEN status of students at Mildenhall College Academy

All data correct as of 30/06/2017.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Academy	% of Academy
All	206	209	178	180	168	85	99	1125	100%
SEN	29	15	15	16	12	2	1	90	8%
SEN: Education, Health and Care Plan	1	1	6	4	4	0	1	17	2%
SEN Support	28	14	9	12	8	2	0	73	6%
EAL	25	18	13	16	16	7	11	106	9%
Looked after children	2	0	3	1	3	0	0	9	1%

The Academy SENCO is responsible for coordinating and leading a team of teachers and other staff to work across the curriculum to provide effectively for students' special educational

needs. The SEN register is updated on a continuous basis as more information about our students is gathered, so these figures do and will change throughout the year.

All teaching staff plan their lessons to ensure that they are accessible to all students, regardless of ability or SEN status.

It might be useful to investigate if there is any correlation between SEN status and other protected characteristics e.g. gender or ethnicity:

SEN status and economic background:

23.5% of those students with an Education, Health and Care Plan are eligible for Free School Meals.

23.3% of those students with SEN Support are eligible for Free School Meals.

SEN status and ethnicity:

3 SEND K students are from a non-WENG background.

1 student with an EHCP is from a non-WENG background.

The numbers involved are too low for any data analysis to reveal broad trends. It would appear that there is a slight disproportionality of non-WENG students on the SEN register (approximately 3% under) but it is unclear whether this is an equalities issue.

SEN status and gender:

63% of students on the SEN: Education, Health and Care Plan or receiving SEN support are boys. 49% of the academy population are boys. There is an imbalance here in terms of SEN status, and this is something that we will continue to monitor through liaison with the SENCO and the SLT. Boys are a focus group within the academy and a key priority in 2017-18.

Prejudice Related Incidents

Homophobic:

0 incidents were reported for 2016- 2017. Work has continued to be done throughout the curriculum and whole academy pastoral programme to offer support and educate students. The main supportive message has been given through the academy's 'we belong' campaign.

Racist:

9 Incidents were reported for 2016- 2017, two of which were linked to the student's religion rather than race. Significant work has been done to support all students and due to the very clear message through the 'we belong here' campaign, students are now reporting concerns even when the incident hasn't involved them directly – this has been seen as a significant step forwards in challenging prejudiced behaviours both within the academy and also the wider community.

Ethnic Group	Perpetrators Number of Incidents	Victims Number of incidents
WBRI	8	1
WROM	0	0
MOTH	0	1
OOTH	1	6
CHNE	0	0
APKN	0	0
BCRB	0	0
MWBC	0	0

Any student who has experienced or witnesses any form of racial prejudice is encouraged to report this.

Disability: 0 reported incidents during 2016- 2017.

Exclusion Data

This data does not apply to all the groups with protected characteristics. We have only included those groups who have received Fixed Term Exclusions over the last year.

Statistics from September 2016 – July 2017:

No.of days FTE	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Total No. of days FTE
All	18.5	17	40.5	66.5	0	142.5
Male	18.5	14	12	60.5	0	105
Female	0	3	28.5	6	0	37.5
SEN -K	1	12.5	5	5	0	23.5

In addition there have been 3 permanent exclusions, all male and in Years 7, 8 and 10.