



Chilwell School
Public Sector Equality Duty (PSED)
2023-2024

Chilwell School is committed to equality.

We must, under the general duty of public sector equality duty, in the exercise of our functions, have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Protected characteristics under the Act are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Age (only applicable to staff)
- Marriage and Civil Partnerships (only applicable to staff)

We will have due regard to advancing equality of opportunity including making serious consideration of the need to

- remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- take steps to meet the needs of persons who share a protected characteristic that are different from the needs of persons who do not share it;
- encourage persons who share a relevant protected characteristic to participate in public life or in any activity in which participation by such persons is disproportionately low.



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Equality Information

We maintain confidentiality and work to data protection principles. We aim to present the information in a format that is easy to read and can be accessed from the school website.

We maintain confidentiality and work to the principles set out in the General Data Protection Regulations (GDPR) to protect personal data. We publish information in a way so that no student or staff member can be identified.

Age	Our students range in age from 11 to 18 years
Disability	Reasonable adjustments are made where appropriate.
Gender reassignment	We are committed to supporting any student towards gender reassignment.
Race/ethnicity	<p>Our student profile comprises:</p> <ul style="list-style-type: none"> x% - Afghan x% - African Asian x% - Albanian x% - Arab x% - Asian and any other ethnic group x% - Black - Ghanaian x% - Black - Nigerian x% - Black and any other ethnic group x% - Black Caribbean x% - Black European 2.26% - Chinese x% - Egyptian x% - Filipino x% - Greek 15% - Hong Kong Chinese 1.5% - Indian x% - Iranian x% - Latin/South/Central American x% - Other Asian x% - Other Black x% - Other Black African x% - Other Chinese x% - Other ethnic group 1.4% - Other mixed background x% - Other Pakistani x% - Other White British x% - Sri Lankan Other x% - Sri Lankan Sinhalese



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	<p>x% - Turkish x% - Turkish Cypriot 54% - White - English x% - White - Irish x% - White - Welsh x% - White + any other Asian Background x% - White and any other ethnic group x% - White and Black African 1.2% - White and Black Caribbean x% - White and Indian 2.8% - White Eastern European 1.8% - White European x% - White Other 2% - Refused</p>
<p>EAL (English as an additional language)</p>	<p>26% EAL The languages spoken within our student profile are: English Albanian Arabic Bularian Chinese Cantonese Dari Persian German Greek Hausa Hindi Hungarian Igbo Indonesian Italian Kashmiri Lithuanian Malayalam Maldivian Panjabi Persian Polish Portuguese Romanian Russian Sinhala Slovak Spanish Tamil</p>



	Thai Turkish Ukrainian Urdu Yoruba
Religion and belief/no belief	Our student profile comprises: 5% - Christian x% - Muslim 62% - No religion 32% - Other x% - Refused
SEND	Students identified with a Special Educational Need: 1.5% - EHCP 15% - SEN support 82% - No special educational need
Sex - male/female	55% - male 45% - female
Sexual orientation	We are committed to supporting all students regardless of sexual orientation.
Pupil premium	18% students eligible for Pupil Premium

We will update our equality information at least annually.

We adopt a whole school approach to equality and consider it important for pupils to learn about equality and human rights. We adhere to the Equality and Human Rights Commission (EHCR) statement:

‘To reap the full benefits of equality and human rights education, it is essential to teach topics in an environment which respects the rights and differences of both students and teachers. Without an equality and human rights culture within the classroom and school as a whole, learning about these topics can at best appear irrelevant, and at worst, hypocritical. The respect and tolerance it teaches will help staff and students create a healthier, happier, fairer school culture, and could lead to reductions in bullying and other negative behaviour, and improvements in attainment and aspirations.’

Though the Act refers to ‘race’, the use of ethnic/cultural origin, background or heritage is often more appropriate.



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The code of Practice for Official Statistics requires that reasonable steps should be taken to ensure that all published or disseminated statistics protect confidentiality. To do this, totals are rounded and small numbers suppressed. Therefore “x” refers to numbers less than or equal to 1% to protect confidentiality.