



Cambourne Village College
PUBLIC SECTOR EQUALITY DUTY STATEMENT
December 2022

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1. Introduction

- 1.1. This Statement is managed and maintained by the Data and HR Manager with ratification from the Senior Leadership Team. This Statement is then reviewed and approved by the Finance, Planning and Personnel Committee on an annual basis at the convening of their September meeting.
- 1.2. This Statement is intended to cover the requirement placed on the Local Governing Body of Cambourne VC to produce an 'Equality Information and Objectives (Public Sector Equality Duty) Statement for Publication' as outlined in the Department for Education guidance Statutory Policies for Schools: Advice on the policies and documents that governing bodies and proprietors of schools are required to have by law (section C). The guidance can be found [here](#).
- 1.3. The pieces of legislation relating to this Statement are The Equality Act 2010 and The Equality Act 2010 (Specific Duties) Regulations 2011.
- 1.4. This Statement describes how the Local Governing Body of Cambourne Village College intends to fulfil its responsibilities under the Public Sector Equality Duty with regard to all members of the school community.
- 1.5. This Statement incorporates the Local Governing Body commitments with regard to the Public Sector Equality Duty and statistics relating to the workforce and student body that are applicable. These elements are reviewed annually.
- 1.6. This Statement incorporates Equality Objectives which are informed by the statistics and commitments and are reviewed at least every four years. These Equality Objectives underpin elements of the School Improvement Plan.
- 1.7. This Statement will be available on the school's website in line with statutory guidance.

2. Local Governing Body Commitments

- 2.1. We will have due regard to the need to:
 - (a) Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act;
 - (b) Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
 - (c) Foster good relations between people who share a protected characteristic and those who do not share it.

2.2. We will promote equal opportunities and strive to combat discrimination for all members of our school community by:

- (a) Embracing diversity as a strength, which should be respected and celebrated by all those who learn, work, teach and visit the school
- (b) Recognising and addressing the needs of vulnerable groups by making reasonable adjustments wherever practicable
- (c) Establishing measures to counter deprivation and developing self sufficiency
- (d) Encouraging the cooperation of members of the school communities in the implementation of equal opportunities policy and action, including the freedom to report of all incidents of discrimination or harassment without fear of reprisal

2.3. We will routinely collect equality information and issue annually to help us have due regard to:

Identify key issues;

- (a) Understand the impact of our policies, practices and decisions on people with different protected characteristics and thereby plan them more effectively;
- (b) Assess whether we are discriminating unlawfully when carrying out any of our functions;
- (c) Identify what the key equality issues are for our organisation;
- (d) Benchmark our performance and processes against those of similar organisations, nationally or locally;
- (e) Consider taking steps to meeting the needs of staff and students who share relevant protected characteristics;
- (f) Identify if there are any actions we can take to avoid discrimination, advance equality of opportunity or foster good relations;
- (g) Make informed decisions about policies and practices which are based on evidence about the impact of our activities on equality;
- (h) Develop equality objectives at least every four years to meet the specific duties; and
- (i) Have due regard to the aims of the general equality duty by ensuring that staff have appropriate information for decision-making.

2.4. We will work towards developing an equality profile of staff to help us to understand key equality issues in our workforce, including any evidence of pay gaps or 'occupational segregation' (staff with certain protected characteristics being over- represented in particular roles).

2.5. We will publish relevant, proportionate information which is broad enough to give a full picture across our school. We will demonstrate how we have used this information to have due regard to all three aims of the duty, for all relevant protected characteristics. Our information will usually fall into two main categories:

- (a) Information to identify equality issues. Examples of this include equality monitoring information about employees, information about the effect of our activities on people with different protected characteristics or any engagement we may have carried out.
- (b) Information about steps taken to have due regard to the aims of the general equality duty. For example, any records we have about how we had due regard in making certain decisions, information that was considered in that decision-making (including engagement), consideration for steps to mitigate adverse impacts, or details of policies to address equality concerns.

2.6. We will further address the Equality Duty in the continued development of our school policies, both those focusing on staff and also on students. Policy work will, where relevant, seek to challenge inequality and allow members of the school community to work towards achieving their full potential regardless of any protected characteristic that they may share. Examples of such policies include, but are not limited to:

- (a) Admissions Policy;
- (b) Anti-Bullying Policy;
- (c) Behaviour Policy;
- (d) Recruitment Policy and Procedures (including Recruitment of ex- offenders);
- (e) Equality and Diversity Policy – Students; and
- (f) Equality and Diversity Policy – Staff.

2.7. We will work with staff, students and other stakeholders where applicable to promote an integrated and cohesive community that reflects the fundamental British Values of:

- (a) Democracy;
- (b) The rule of law;
- (c) Individual liberty; and
- (d) Mutual respect and tolerance of those with different faiths and beliefs

2.8. All members of our school community are unique and have rights and responsibilities. All members shall be treated equally and with respect regardless of any protected characteristic that they may share. No members of our communities will suffer discrimination, be harassed, or receive less favourable treatment on the grounds of protected characteristics described in the Equality Act 2010 as:

- Disability
- Race
- Sex
- Gender reassignment
- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Marriage and civil partnership
- Age

3.1. Based on information retrieved from the school MIS using the routinely collected data. The effective date for this analysis is 24 January 2023. The staff population currently sits at 188.

Gender

Total

Gender	Count	Percentage
Female	144	76.59
Male	44	23.40

Teaching

Gender	Count	Percentage
Female	58	66.66%
Male	29	33.33%

Non-Teaching

Gender	Count	Percentage
Male	15	14.85%
Female	86	85.14%

Ethnicity

Ethnicity	Count	Percentage
Any other ethnic group	8	4.25%
Any other mixed background	0	0%
Bangladeshi	1	0.53%
Black African	0	0%
Black Caribbean	0	0%
Indian	9	4.78%
Not obtained	1	0.53%
Not recorded	6	3.1%
Pakistani	1	0.53%
White British	138	73.4%
White Irish	2	1.06%
White Other	18	9.57%
White and Asian	0	0%
White and Black African	2	1.06%
White and Black Caribbean	2	1.06%

Religion

Religion	Count	Percentage
Any other	8	4.25%
Christian	56	29.78%
Muslim	1	0.53%
No religion	58	30.85%
Not obtained	0	0
Not recorded	60	31.9%
Sikh	0	0
None	0	0
Prefer not to say	5	2.65%

Disability

Disability	Count	Percentage
Mental Health	1	0.53%
Learning Difficulty	1	0.53%
Sensory Impairment	1	0.53%
Physical impairment, long standing illness	1	0.53%

Post stroke	1	0.53%
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Age

Age	Count	Percentage
16 - 25	12	6.38%
26 - 35	49	26.06%
36 - 45	61	32.44%
46 - 55	49	26.06%
56 - 65	16	8.51%
66 +	1	0.53%

Marital Status

Marital Status	Count	Percentage
Married	87	46.27%
Single	24	12.76%
Not disclosed	3	1.59%
Not recorded	52	27.65%
Divorced	1	0.53%
Living together	20	10.63%
Separated	0	0%
Widowed	1	0.53%
None	0	0%

4.1 Student Statistics

Based on information retrieved from the school MIS using the routinely collected data. The effective date for this analysis is 8th December 2022. The student population currently sits at 1,305

Gender

Gender	Count	Percentage
Female	635	48.9%
Male	670	51.1%

Ethnicity

Ethnicity	Count	Percentage
Any other ethnic group	23	1.8%
Any other mixed background	42	3.2%
Any other Asian background	47	3.6%
Any other Black background	11	0.8%
Bangladeshi	2	0.2%
Black African	13	1%
Black Caribbean	0	0%

Chinese	65	5%
Gypsy/Roma	1	0.1%
Indian	48	3.7%
Not obtained	15	1.1%
Not recorded	172	13.2%
Pakistani	19	1.5%
White British	725	55.6%
White Irish	2	0.2%
White Other	96	7.4%
White and Asian	13	1%
White and Black African	5	0.3%
White and Black Caribbean	6	0.3%

Religion

Religion	Count	Percentage
Any other	16	1.2%
Buddhist	6	0.3%
Christian	505	38.8%
Hindu	57	4.4%
Jewish	4	0.3%
Muslim	96	7.4%
No religion	483	37%
Not obtained	13	1%
Sikh	2	0.2%
Prefer not to say	123	9.4%

Disability

Disability	Count	Percentage
Autism or Asperger's Syndrome	19	1.5%
Behaviour	1	0.1%
Communication, Learning and Autism	3	0.2%
Communication and Learning	19	1.5%
Consciousness	0	0%
Hand Function	0	0%
Hearing	9	0.7%
Incontinence	0	0%
Learning	64	4.9%
Learning and Autism	10	0.8%
Learning and Behaviour	0	0%
Learning and Hearing	1	0.1%
Learning and Vision	0	0%
Mobility	1	0.1%

Mobility and Autism	0	0
Physical Disability	6	0.4%
Social, Emotional and Mental Health	21	1.6%
Visual Impairment	2	0.2%
Other Difficulty/Disability	4	0.3%
SEN support but no assessment	11	0.8%

5. Equality Objectives

5.1. Investigate broadening the collection of statistical data across the Trust. Use this data to inform Trust HR and organisational development policies and related decision making.

5.2. Ensure that student characteristics used in conjunction with progress and attainment inform the school improvement policies, so that resources are deployed effectively to narrow the gap between those who share a protected characteristic and those who do not.

5.3. Provide appropriate training for all staff in equality and diversity including how this statement informs policy and procedure.

6. Version history

6.1

Version	Action	Responsible	Date
2	Statement reviewed and agreed by FPP	School HR Manager	January 2023