

Saint Gregory's, Bath



Equality Statement

In Christ we flourish

Approved by Governors on 21 June 2016

Equalities Charter

St Greg's is a community committed to equality and the inclusion of all.

We believe that all are equal and should be treated with justice no matter what their ethnicity, faith, sexuality, gender or health.

We aim to welcome all and treat everyone with dignity; everyone should be free to be who they want to be.

We will demonstrate this respect to all who come into our community and will work together to ensure that all have equal opportunities.

Written by students of St Gregory's (June 2016)

The Law

The Equality Act introduced in 2010 has replaced all existing legislation including the Disability Discrimination Act (Parts 2, 3 and 4) (1995).

The 2010 Equality Act requires schools to;

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

Ethos

As a Catholic Christian educational community we welcome our duties under the Equality Act (2010) to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief and sexual identity. The entitlement to develop, learn and work in an environment free from discrimination is promoted through the school's Christian ethos, (*eg* The School Creed) at the core of which is the ultimate worth and dignity of every human being before God.

We welcome our duty under the Education and Inspections Act (2006) to promote Community Cohesion. Our mission as a Catholic school is summed up in the words of our motto: In Christ we Flourish. For our young people this means that we want them to grow in to well-rounded individuals in a learning environment which is explicitly Christian and allows their God-given gifts and abilities to develop. As a Catholic educational community we have a responsibility to promote the Common Good, ('Choosing the Common Good' 2010) by promoting justice and equality opportunity as fundamental Christian principles. The Second Vatican Council reminds us that '...forms of social or cultural discrimination in basic personal rights on the grounds of sex, race, colour, social conditions, language or religion must be curbed and eradicated as incompatible with God's design.' (Gaudium et spes 1965 2:29)

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act (1998). With Christ as our strength and inspiration, we aim to provide an education which above all recognises the value and dignity of every person and aims to promote their personal development and well being so that they will be ready to take their place in society as principled witnesses.

We try to ensure that everyone is treated fairly and with respect.

- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some students extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to students and parents/carers, and through our Senate.
- We aim to make sure that no one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil

partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- students from certain cultural and ethnic backgrounds
- students who belong to low-income households and students known to be eligible for free school meals
- students who are disabled
- students who have special educational needs
- boys in certain subjects, and girls in certain other subjects.

In our most recent OFSTED report (July 2013), inspectors commented about equalities at Saint Gregory's;

'Students' achievement is outstanding. All groups, including higher ability students, those who speak English as an additional language and those who have special educational needs, make rapid progress in relation to their starting points and abilities.' (OFSTED 2013)

'The school is very effective in ensuring equality of opportunity for learning for all groups of students, including those who are disabled or have special educational needs. The students make excellent progress and achieve well as a result of teachers' high expectations for them.' (OFSTED 2013)

We are proud that Saint Gregory's commitment to equality has been recognised by OFSTED inspectors.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct 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 between people who share a protected characteristic and people who do not share it

Part 1: Information about the student population

Number of students on roll at the school: **933**

Information on students by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

Saint Gregory's students with a disability have their needs met through person centred planning with input from specialist outside agencies.

There are at our school students with a variety of disabilities.

SEND

SEND Provision	Number	Percentage of student population
K	63	6.8%
E or S	10	1.1%

Ethnicity

	F	M	Total	% of student population
ABAN	0	2	2	0.2%
AIND	15	14	29	3.1%
AOTH	11	8	19	2.0%
BAFR	2	1	3	0.3%
BCRB	0	1	1	0.1%
BOTH	0	3	3	0.3%
CHNE	1	1	2	0.2%
MOTH	5	2	7	0.8%
MWAS	5	6	11	1.2%
MWBA	2	2	4	0.4%
MWBC	11	9	20	2.1%
NOBT	2	0	2	0.2%
OOH	2	2	4	0.4%
REFU	5	5	10	1.1%
WBRI	392	305	697	74.7%
WIRI	6	12	18	1.9%
WOTH	65	35	100	10.7%
{None}	1	0	1	0.1%
Total	525	408	933	100.0%

For an explanation of the codes above please see the appendix.

Religion and Belief

	F	M	Total	Percentage
Anglican	5	5	10	1.1%
Buddhist	0	1	1	0.1%
Other Christian	155	107	262	28.1%
Hindu	1	1	2	0.2%
Muslim	0	2	2	0.2%
No Religion	37	26	63	6.8%
Other Christian	7	8	15	1.6%
Other Religion	6	0	6	0.6%
Refused	2	0	2	0.2%
Roman Catholic Christian	310	258	568	60.9%
{None}	2	0	2	0.2%
Total	525	408	933	100%

EAL

EAL	Boys	Girls	Total	Percentage
	45	73	118	13%

PP

PP	Boys	Girls	Total	Percentage
	57	50	107	11.5%

Part 2: Our main equality challenges

1. To improve the attendance of PP students
2. To reduce the gap in achievement between PP and non PP students
3. To further embed our Hallmarks and commitment to British and Gospel Values within the school

The way in which this will be done is outlined in the Equalities Action Plan

Part 3: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do.

Schools and academies are required to have due regard to the need to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it.

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- We have a school behaviour policy that outlines our expectations of both students and staff in their interactions with each other.
- We have a school anti-bullying policy that identifies our commitment to anti-bullying. It includes procedures for reporting and dealing with incidences of bullying including a school email account.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation.
- We keep a record of all such incidents and notify those affected of what action we have taken.
- We keep records of all incidences of discriminatory behaviour against all groups.
- We have a special educational needs and disability policy that outlines the provision the school makes for students with special educational needs and disability.
- Our complaints procedure sets out how we deal with any complaints relating to the school.
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- We pay due regard within our recruitment practices, to safeguarding and protecting our students.
- We have procedures for addressing staff discipline, conduct and grievances.
- We track the progress of key groups following each progress report.

How we advance **equality of opportunity**:

Policies: SEN Policy, Whistle Blowing Policy, Safeguarding and Child Protection Policy.

- Sharing medical data with staff on a need to know basis. e.g. Nut allergy for cooking/food tasting/lunches.
- School designated 'Child Protection' persons.
- Annual anti-bullying assembly during Anti-bullying week.
- Equalities Morning through which SARI and the Local Authority Equalities Officer delivered presentations.
- Year 7 admissions procedures ensure equal access to all students with statements of SEND.
- We support disabled learners by meeting their individual needs.
- We take steps (reasonable adjustments) to ensure that disabled students are not put at a disadvantage compared to other students.
- We carry out accessibility planning for disabled students that increases the to which they can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled students.

How we foster good relations and promote community cohesion:

- Display positive images and use resources that depict diversity.
- Fully involve parents with student support plans and EHCP review meetings.
- Rewards assemblies.
- We tackle prejudice and any incidents of bullying based on disability.
- We hold Parents Forum Meetings
- We have links with a number of schools abroad and a large number of visiting students annually (Chinese, Japanese and European students)
- We take advice from Kickstart on how to support students with EAL

- We employ a Polish translator to support Polish students
- Bath Black Families have worked with our students
- We have invited Gendered Intelligence to lead an assembly and have taken advice from them

What has been the impact of our activities? What do we plan to do next?

- Incidents of racism are rare. When they do occur they are dealt with swiftly.
- Polish students are well integrated into the school community.
- Black History is celebrated through assemblies.
- Holocaust Memorial Day is remembered in assemblies
- Students with disabilities have been well integrated into the school community
- To address the use of discriminatory language in school and distinguish it from playground banter
- To establish an Equalities Team

Ethnicity and race (including EAL learners)

We are committed to working for the equality of all ethnic groups.

The school celebrates the ethnic diversity of the school. The school has the highest number of EAL students in the Local Authority. Assemblies celebrating the work of the Filipino and Polish saints and other positive role models are held.

How we advance equality of opportunity:

School policies: Managing allegations against staff, Whistle Blowing Policy, Safeguarding and Child Protection Policy, Anti Bullying Policy.

- We have a school wide focus for the Annual Anti-Bullying Week.
- We provide a curriculum that aims to eliminate discrimination.
- We have good links with Bath Black Families

We monitor and identify students at risk of not fulfilling their potential and support them.

A Polish translator is available if necessary for meetings with parents

Students are encouraged to take a qualification in their home language

How we foster good relations and promote community cohesion:

- Display positive images and use resources that depict diversity.
- Visits to school from people who share the protected characteristics.
- We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity.
- We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.
- We ensure that the curriculum challenges racism and stereotypes.
- We take part in events such as Black History Month

What has been the impact of our activities? What do we plan to do next?

- Attendance of students with EAL is higher than that of students without EAL
- Students with EAL performed better than their peers nationally, and better than those without EAL
- To establish an Equalities Team (Bath Black Families)

Gender

We are committed to working for the equality of women and men.

Summary information (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

60% of students are female

40% of students are male

- In 2015 both boys and girls 'value added' was over 1000.
- Girls achievement in English was sig + and boys was sig + in Maths.
- Average point scores for both boys and girls were sig+

- How we advance equality of opportunity:
- We monitor the attainment of all our students by gender.
- We set targets to improve the attainment and rates of progress of particular groups of boys and girls.
- We are identifying and addressing barriers to the participation of boys and girls in activities.
- We ensure that gender stereotypes in subject choices and careers advice are avoided and challenge.
- We ensure that young people have access to information about different sector workplaces and occupations to challenge outdated images and ideas about careers and employment.
- We work in partnership with other organisations, including FE and HE institutions, to develop innovative and inventive ways of tackling gender segregation in subject and career choice.
- Both male and female parents and carers are encouraged to be involved in the work of the school and contribute to their children's learning and progress.
- Plan and deliver lessons with a variety of learning styles.

How we foster good relations and promote community cohesion:

- Spiritual, Moral, Social and Cultural (SMSC) development is central to all curriculum planning.
- Careers talks from women promoting a variety of careers
- We ensure we respond to any sexist bullying or sexual harassment in line with the school policies.
- We encourage students to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes.
- We ensure the inclusion of positive, non stereotypical images of women and men, girls and boys across the curriculum.
- Students have numerous opportunities to develop team and leadership skills.

What has been the impact of our activities? What do we plan to do next?

- To identify and support boys most at risk of underachieving
- To review the curriculum provision for boys.

Pregnancy and maternity

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

How we advance equality of opportunity:

- The school provides sensitive and appropriate support to any member of the Saint Gregory's who is pregnant or who has recently had a baby, including respecting confidentiality when appropriate.
- Follow Health and Safety guidance for pregnancy.
- We follow best practice with regards to information, advice and guidance.

How we foster good relations and promote community cohesion:

- We follow best practice with regards to information, advice and guidance.

What has been the impact of our activities? What do we plan to do next?

- We will continue to support students in being aware of their relationships and safety in making healthy choices.

Religion and belief

The majority of the school population are Roman Catholic.

The RE department are committed to the teaching World Faiths as required by the Religious Education Curriculum Directory. The value of teaching World Faiths is that it deepens understanding of Roman Catholic Christianity and promotes Community Cohesion.

How this is done;

All students study RE

All students study the world faiths of Judaism, Islam and Hinduism.

Annually Holocaust Memorial Day is a focus in assemblies.

All students in KS4 study Judaism in depth.

There is a designated space for students to pray which is supervised

Fostering good relations;

We promote positive images of members of world faiths

Sexual orientation

We are committed to providing a safe environment for all students. We aim to tackle any discrimination faced by pupils or staffs who are lesbian, gay, bisexual or transgender.

How we advance equality of opportunity:

- Anti-bullying Policy.
- We have a school wide focus for the Annual Anti-Bullying Week.
- Collect data on bullying and report all incidents related to homophobia.
- The GCSE RE specification requires students to be taught about faith attitudes towards homosexuality.
- We have had an Equalities Morning
- Two Heads of Year have had Stonewall training on challenging homophobia.

- Our approach to Relationship and Sex Education is conducted within a moral and values framework which is based on the principles of respect, understanding and empathy towards others of different backgrounds, cultures, sexuality, feelings and views.

How we foster good relations and promote community cohesion:

- We are establishing an Equalities Team
- Students have composed an Equalities Charter

What has been the impact of our activities? What do we plan to do next?

- We will continue to monitor incidents of homophobia
- We will continue to promote positive role models and develop the role of the Equalities Team

The assurance of equality of opportunity and freedom from discrimination must permeate all aspects of school life, including in particular:

- Teaching, learning and assessment
- Behaviour and sanctions
- Student rewards
- Advice and guidance
- Personal development and pastoral care
- Extra-curricular opportunities and participation
- Admissions and attendance
- The curriculum and options
- Staff recruitment, promotion and professional development
- Partnerships with parents and communities

In fulfilling the legal obligations cited above we are guided by the following five principles;

- Saint Gregory's is committed to being a welcoming community in which every member is respected and where the values of tolerance and mutual respect are fostered;
- We are committed to promoting equality of opportunity for all and actively seek to promote harmonious relationships in all areas of school life;
- We seek to remove barriers to access, participation, progression, attainment and achievement;
- We take seriously our wider contribution towards the promotion of community cohesion;
- We understand our responsibility to monitor behaviour and deal with any bullying incidents, be they discriminatory or otherwise.

In order to do this we aim to;

- Provide a secure environment in which all members of the community feel safe;
- Provide a holistic learning environment which enables all individuals to develop their full potential;
- Encourage everyone to see their place in the diverse local, national and international community;
- Include and value the contribution of all families to our understanding of equality;
- Provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age;
- Ensure employment practice observes the principles of equal opportunity;

- Involve stakeholders in the development, review, evaluation and impact assessment of all relevant improvement plans, policies and procedures;
- Collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage;
- Listen to concerns raised by members of the community and take action where necessary;
- Prepare and publish equality objectives (every four years);
- Prepare and make available information to demonstrate how we are complying with our equality duty and the progress made towards meeting our published equality objectives (update annually)
- Name a member of staff who will be the first point of contact for any concerns, queries or commendations in relation to the school's Equality Duty:

Kevin McDermott (Director of Pastoral Care)

We will comply with the Public Sector Equality Duty giving due regard to that duty when making decisions, taking actions and developing policies. In line with its specific duties under the Equality Act (2010), we will publish our equality objectives and will publish information about how it is complying with the Public Sector Equality Duty. Published information is available on our website.

Monitoring, Review and Evaluation

The impact and effectiveness of this policy will be reviewed annually through the Governors Christian Vision Committee. This policy should be read in conjunction with Governor's Policies on:

Anti-bullying

Attendance

Behaviour for Excellence

Education for Personal Relationships

Home-School Agreement Form

Mission Statement/School Creed

Race Equality

Special Needs and Disability

Approved 21.6.16

Prepared by Mr K McDermott (Director of Pastoral Care)

Appendix A - Ethnicity Codes

DfE extended codes	Approved extended categories	DfE main code	Sub- category	Main category	Comments
WBRI	White - British	WBRI	White - British	White	WBRI may not be used if any of the extended categories below (WCOR-WWEL) are used
WCOR	White - Cornish	WBRI	White - British	White	
WENG	White - English	WBRI	White - British	White	
WSCO	White - Scottish	WBRI	White - British	White	
WWEL	White - Welsh	WBRI	White - British	White	
WOWB	Other White British	WBRI	White - British	White	If LAs collect information for "White - British" pupils using any of the extended categories above (WCOR-WWEL), this category must be used as a catch all for all other White pupils within the main "White - British" category. If used, cannot have category "White - British" (WBRI).
WIRI	White - Irish	WIRI	White - Irish	White	
WIRT	Traveller of Irish heritage	WIRT	Traveller of Irish heritage	White	
WOTH	Any other white background	WOTH	Any other white background	White	WOTH may not be used if any of the extended categories below (WALB-WWEU) are used.
WALB	Albanian	WOTH	Any other white background	White	Excluding Kosovan.
WBOS	Bosnian-Herzegovinian	WOTH	Any other white background	White	
WCRO	Croatian	WOTH	Any other white background	White	
WGRE	Greek/ Greek Cypriot	WOTH	Any other white background	White	If LAs do not wish to distinguish between pupils of Greek and Greek Cypriot heritage they may place all Greek/ Greek Cypriot in this category. If used, cannot have categories "Greek" (WGRK) or "Greek Cypriot" (WGRC).
WGRK	Greek	WOTH	Any other white background	White	If used, cannot have category "Greek/ Greek Cypriot" (WGRE). If used, must also have category "Greek Cypriot" (WGRC).
WGRC	Greek Cypriot	WOTH	Any other white background	White	If used, cannot have category "Greek/ Greek Cypriot" (WGRE). If used, must also have category "Greek" (WGRK).
WITA	Italian	WOTH	Any other white background	White	

DfE extended codes	Approved extended categories	DfE main code	Sub- category	Main category	Comments
WKOS	Kosovan	WOTH	Any other white background	White	
WPOR	Portuguese	WOTH	Any other white background	White	
WSER	Serbian	WOTH	Any other white background	White	
WTUR	Turkish/ Turkish Cypriot	WOTH	Any other white background	White	If LAs do not wish to distinguish between pupils of Turkish and Turkish Cypriot heritage they may place all Turkish/ Turkish Cypriot in this category. If used, cannot have categories "Turkish" (WTUK) or "Turkish Cypriot" (WTUC).
WTUK	Turkish	WOTH	Any other white background	White	If used, cannot have category "Turkish/ Turkish Cypriot" (WTUR). If used, must also have category "Turkish Cypriot" (WTUC).
WTUC	Turkish Cypriot	WOTH	Any other white background	White	If used, cannot have category "Turkish/ Turkish Cypriot" (WTUR). If used, must also have category "Turkish" (WTUK).
WEUR	White European	WOTH	Any other white background	White	If LAs do not collect information on White European pupils on the basis of country of origin or East/ West European, they may place all White European pupils here.
WEEU	White Eastern European	WOTH	Any other white background	White	Including Russian, Latvian, Ukrainian, Polish, Bulgarian, Czech, Slovak, Lithuanian, Montenegrin and Romanian.
WWEU	White Western European	WOTH	Any other white background	White	Including Italian, French, German, Spanish, Portuguese and Scandinavian.
WOTW	White other	WOTH	Any other white background	White	If LAs collect information for "Any Other White Background" pupils using any of the extended categories above (WALB-WWEU), this category must be used as a catch all for all other White pupils within the main "Any Other White Background" category. If used, cannot have category "Any Other White Background" (WOTH).
WROM	Gypsy / Roma	WROM	Gypsy / Roma	White	This category includes pupils who identify themselves as Gypsies and or Romanies, and or Travellers, and or Traditional Travellers, and or Romanichals, and or Romanichal Gypsies and or Welsh Gypsies / Kaale, and or Scottish Travellers / Gypsies, and or Roma. It includes all children of a Gypsy ethnic background or Roma ethnic background, irrespective of whether they are nomadic, semi nomadic or living in static accommodation. It should not include Fairground (Showman's) children; the children travelling with circuses; or the children of New Travellers or Bargees unless, of course, their ethnic status is that which is mentioned above. Schools would use this where they do not wish to identify Gypsy and Roma pupils separately

DfE extended codes	Approved extended categories	DfE main code	Sub- category	Main category	Comments
WROG	Gypsy	WROM	Gypsy/Roma	White	This category enables the separate identification of Gypsy pupils. Gypsy refers to: all pupils who identify themselves as Gypsies. This includes all children of a Gypsy ethnic background, irrespective of whether they are nomadic, semi-nomadic or living in static accommodation
WROR	Roma	WROM	Gypsy/Roma	White	This category identifies the separate identification of Roma pupils. Roma refers to: all pupils who identify themselves as Roma or Romany, part of a diverse community of related groups whose ancestors are believed to originate from the Indian sub-continent but who have more recently migrated from Central and Eastern Europe. Many Roma speak a form of dialect of the Romani language as their first language and for many this is in addition to their national language (eg Czech or Romanian).
WROO	Other Gypsy/Roma	WROM	Gypsy/Roma	White	This category is for Gypsy/Roma who do not identify with one or the other of the above groups - eg pupils with mixed Gypsy/Roma heritage
MWBC	White and Black Caribbean	MWBC	White and Black Caribbean	Mixed/Dual background	
MWBA	White and Black African	MWBA	White and Black African	Mixed/Dual background	
MWAS	White and Asian	MWAS	White and Asian	Mixed/Dual background	MWAS may not be used if any of the extended categories below (MWAP-MWAI) are used.
MWAP	White and Pakistani	MWAS	White and Asian	Mixed/Dual background	
MWAI	White and Indian	MWAS	White and Asian	Mixed/Dual background	
MWAO	White and any other Asian background	MWAS	White and Asian	Mixed/Dual background	If LAs collect information for "White and Asian" pupils using any of the extended categories above (MWAP-MWAI), this category must be used as a catch all for all other Mixed/Dual background pupils within the main "White and Asian" category. If used, cannot have category "White and Asian" (MWAS).
MOTH	Any other mixed background	MOTH	Any other mixed background	Mixed/Dual background	MOTH may not be used if any of the extended categories below (MAOE-MWCH) are used.
MAOE	Asian and any other ethnic group	MOTH	Any other mixed background	Mixed/Dual background	
MABL	Asian and Black	MOTH	Any other mixed background	Mixed/Dual background	
MACH	Asian and Chinese	MOTH	Any other mixed background	Mixed/Dual background	
MBOE	Black and any other ethnic group	MOTH	Any other mixed background	Mixed/Dual background	

DfE extended codes	Approved extended categories	DfE main code	Sub- category	Main category	Comments
MBCH	Black and Chinese	MOTH	Any other mixed background	Mixed/Dual background	
MCOE	Chinese and any other ethnic group	MOTH	Any other mixed background	Mixed/Dual background	
MWOE	White and any other ethnic group	MOTH	Any other mixed background	Mixed/Dual background	
MWCH	White and Chinese	MOTH	Any other mixed background	Mixed/Dual background	
MOTM	Other mixed background	MOTH	Any other mixed background	Mixed/Dual background	If LAs collect information for "any other mixed background" pupils using any of the extended categories above (MAOE-MWCH), this category must be used as a catch all for all other Mixed/Dual background pupils within the main "any other mixed background" category. If used, cannot have category "any other mixed background" (MOTH).
AIND	Indian	AIND	Indian	Asian or Asian British	
APKN	Pakistani	APKN	Pakistani	Asian or Asian British	APKN may not be used if any of the extended categories below (AMPK-AKPA) are used.
AMPK	Mirpuri Pakistani	APKN	Pakistani	Asian or Asian British	
AKPA	Kashmiri Pakistani	APKN	Pakistani	Asian or Asian British	
AOPK	Other Pakistani	APKN	Pakistani	Asian or Asian British	If LAs collect information for "Pakistani" pupils using any of the extended categories above (AMPK-AKPA), this category must be used as a catch all for all other Pakistani pupils within the main "Pakistani" category. If used, cannot have category "Pakistani" (APKN).
ABAN	Bangladeshi	ABAN	Bangladeshi	Asian or Asian British	
AOTH	Any other Asian background	AOTH	Any other Asian background	Asian or Asian British	AOTH may not be used if any of the extended categories below (AAFR-ASRO) are used.
AAFR	African Asian	AOTH	Any other Asian background	Asian or Asian British	Including East and South African Asians.
AKAO	Kashmiri other	AOTH	Any other Asian background	Asian or Asian British	Kashmiri respondents not wishing to be classified under Asian Pakistani should use this category.
ANEP	Nepali	AOTH	Any other Asian background	Asian or Asian British	
ASNL	Sri Lankan Sinhalese	AOTH	Any other Asian background	Asian or Asian British	All other Sinhalese pupils should be placed wherever appropriate in the categories above. If used MUST also have categories 'Sri Lankan Tamil' (ASLT) and 'Sri Lankan Other' (ASRO).

DfE extended codes	Approved extended categories	DfE main code	Sub- category	Main category	Comments
ASLT	Sri Lankan Tamil	AOTH	Any other Asian background	Asian or Asian British	All other Tamil pupils should be placed wherever appropriate in the categories above. If used MUST also have categories 'Sri Lankan Sinhalese' (ASNL) and 'Sri Lankan other' (ASRO).
ASRO	Sri Lankan other	AOTH	Any other Asian background	Asian or Asian British	If used MUST also have categories 'Sri Lankan Sinhalese' (ASNL) and 'Sri Lankan Tamil' (ASLT).
AOTA	Other Asian	AOTH	Any other Asian background	Asian or Asian British	If LAs collect information for "any other Asian background" pupils using any of the extended categories above (AAFR-ASRO), this category must be used as a catch all for all other Asian pupils within the main "any other Asian background" category. If used, cannot have category "any other Asian background" (AOTH).
BCRB	Black Caribbean	BCRB	Black Caribbean	Black or Black British	Including Antigua and Barbuda, Bahamas, Barbados, Dominica, Grenada, Guyana, Jamaica, St Kitts and Nevis, St Lucia, St Vincent & Grenadines, Trinidad and Tobago.
BAFR	Black - African	BAFR	Black - African	Black or Black British	BAFR may not be used if any of the extended categories below (BANN-BSUD) are used.
BANN	Black - Angolan	BAFR	Black - African	Black or Black British	
BCON	Black - Congolese	BAFR	Black - African	Black or Black British	
BGHA	Black - Ghanaian	BAFR	Black - African	Black or Black British	
BNGN	Black - Nigerian	BAFR	Black - African	Black or Black British	
BSLN	Black - Sierra Leonean	BAFR	Black - African	Black or Black British	
BSOM	Black - Somali	BAFR	Black - African	Black or Black British	
BSUD	Black - Sudanese	BAFR	Black - African	Black or Black British	Including Sudanese of Egyptian origin.
BAOF	Other Black African	BAFR	Black - African	Black or Black British	Including Black South African, Zimbabwean, Ethiopian, Rwandan and Ugandan. If LAs collect information for "Black - African" pupils using any of the extended categories above (BANN-BSUD), this category must be used as a catch all for all other Black African pupils within the main "Black - African" category. If used, cannot have category "Black - African" (BAFR).
BOTH	Any other Black background	BOTH	Any other Black background	Black or Black British	BOTH may not be used if any of the extended categories below (BEUR-BNAM) are used.
BEUR	Black European	BOTH	Any other Black background	Black or Black British	
BNAM	Black North American	BOTH	Any other Black background	Black or Black British	Include Black North American and Canadian.

DfE extended codes	Approved extended categories	DfE main code	Sub- category	Main category	Comments
BOTB	Other Black	BOTH	Any other Black background	Black or Black British	If LAs collect information for "any other Black background" pupils using any of the extended categories above (BEUR-BNAM), this category must be used as a catch all for all other Black pupils within the main "any other Black background" category. If used, cannot have category "any other Black background" (BOTH).
CHNE	Chinese	CHNE	Chinese	Chinese	CHNE may not be used if any of the extended categories below (CHKC-CTWN) are used.
CHKC	Hong Kong Chinese	CHNE	Chinese	Chinese	
CMAL	Malaysian Chinese	CHNE	Chinese	Chinese	
CSNG	Singaporean Chinese	CHNE	Chinese	Chinese	
CTWN	Taiwanese	CHNE	Chinese	Chinese	
COCH	Other Chinese	CHNE	Chinese	Chinese	If LAs collect information for "Chinese" pupils using any of the extended categories above (CHKC-CTWN), this category must be used as a catch all for all other Chinese pupils within the main "Chinese" category. If used, cannot have category "Chinese" (CHNE).
OOTH	Any other ethnic group	OOTH	Any other ethnic group	Any other ethnic	OOTH may not be used if any of the extended categories below (OAFG-OYEM) are used.
OAFG	Afghan	OOTH	Any other ethnic group	Any other ethnic	
OARA	Arab other	OOTH	Any other ethnic group	Any other ethnic group	Include Palestinian, Kuwaiti, Jordanian and Saudi Arabian.
OEGY	Egyptian	OOTH	Any other ethnic group	Any other ethnic	
OFIL	Filipino	OOTH	Any other ethnic group	Any other ethnic	
OIRN	Iranian	OOTH	Any other ethnic group	Any other ethnic	
OIRQ	Iraqi	OOTH	Any other ethnic group	Any other ethnic	
OJPN	Japanese	OOTH	Any other ethnic group	Any other ethnic	
OKOR	Korean	OOTH	Any other ethnic group	Any other ethnic	
OKRD	Kurdish	OOTH	Any other ethnic group	Any other ethnic	Include Kurdish pupils from Iraq, Iran and Turkey.
OLAM	Latin/South/ Central American	OOTH	Any other ethnic group	Any other ethnic group	Include all pupils from Central/ South America, Cuba and Belize.
OLEB	Lebanese	OOTH	Any other ethnic group	Any other ethnic	
OLIB	Libyan	OOTH	Any other ethnic group	Any other ethnic	
OMAL	Malay	OOTH	Any other ethnic group	Any Other Ethnic	Including Malaysian other than Malaysian Chinese.
OMRC	Moroccan	OOTH	Any Other Ethnic Group	Any other ethnic	
OPOL	Polynesian	OOTH	Any other ethnic group	Any other ethnic	Including Fijian, Tongan, Samoan and Tahitian.

DfE extended codes	Approved extended categories	DfE main code	Sub- category	Main category	Comments
OTHA	Thai	OOTH	Any other ethnic group	Any other ethnic group	
OVIE	Vietnamese	OOTH	Any other ethnic group	Any other ethnic group	
OYEM	Yemeni	OOTH	Any other ethnic group	Any other ethnic group	
OoEG	Other ethnic group	OOTH	Any other ethnic group	Any other ethnic group	If LAs collect information for "any other ethnic group" pupils using any of the extended categories above (OAFG-OYEM), this category must be used as a catch all for all other pupils within the main "any other ethnic group" category. If used, cannot have category "any other ethnic group" (OOTH).
REFU	Refused	REFU	Refused	Refused	
NOBT	Information not yet obtained	NOBT	Information not yet obtained	Information not yet obtained	