

## Equalities Policy:

### Introduction:

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture. For staff and prospective staff, this policy should be read in conjunction with the school's Recruitment and Selection Policy.

### National and Legal Context:

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

### School Context:

We collect equality information and this can be referenced in the appendices of this statement.

### Principles:

To fulfil our legal obligations, we are guided by a number of principles.

1. All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background

- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age
- Whether they have a connection with the forces community
- Whether or not English is their first language
- Whether or not they have refugee/asylum status

## 2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we note that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

## 3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

## 4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

## 5. We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities.

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

## **Application of the principles within this policy statement:**

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions

- Our partnership working with parents and carers
- Our contact with the wider school community

## **Addressing prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

### **Roles and responsibilities**

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises. This policy will be reviewed and updated by the Governing Body in conjunction with its equality objectives every four years.

The headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

## Equalities Information

## Appendix A

We recognise that the public sector equality duty has three aims, 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 share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

## Equalities Information:

### Overview of Students by Year Group (2016/17):

		Year 7		Year 8		Year 9		Year 10		Year 11	
		No.	%	No.	%	No.	%	No.	%	No.	%
<b>Boys</b>		<b>81</b>	<b>54.00</b>	<b>92</b>	<b>59.35</b>	<b>76</b>	<b>49.67</b>	<b>88</b>	<b>56.77</b>	<b>89</b>	<b>58.17</b>
<b>Girls</b>		<b>69</b>	<b>46.00</b>	<b>63</b>	<b>40.65</b>	<b>77</b>	<b>50.33</b>	<b>67</b>	<b>43.23</b>	<b>64</b>	<b>41.83</b>
<b>Ethnicity</b>											
	AOAB	7	4.67	5	3.23	4	2.61	7	4.52	0	0.00
	AOBB	1	0.67	0	0.00	0	0.00	1	0.65	0	0.00
	AOEG	1	0.67	1	0.65	2	1.31	2	1.29	0	0.00
	AOMB	3	2.00	2	1.29	2	1.31	0	0.00	1	0.65
	AOWB	22	14.67	14	9.03	18	11.76	6	3.87	21	13.73
	BANG	2	1.33	1	0.65	1	0.65	0	0.00	0	0.00
	BLAF	1	0.67	1	0.65	1	0.65	1	0.65	1	0.65
	CHIN	2	1.33	0	0.00	2	1.31	0	0.00	0	0.00
	INDI	3	2.00	4	2.58	9	5.88	5	3.23	9	5.88
	PAK	0	0.00	1	0.65	1	0.65	1	0.65	1	0.65
	WBR	102	68.00	118	76.13	107	69.93	125	80.65	113	73.86
	WIR	0	0.00	0	0.00	0	0.00	1	0.65	0	0.00
	MWA	4	2.67	2	1.29	5	3.27	0	0.00	4	2.61
	MWBA	1	0.67	4	2.58	1	0.65	2	1.29	0	0.00
	MWBC	1	0.67	2	1.29	1	0.65	3	1.94	3	1.96
	information not obtained / refused	0	0.00	0	0.00	0	0.00	2	1.29	0	0.00
<b>SEND</b>		<b>27</b>	<b>18.0</b>	<b>41</b>	<b>26.45</b>	<b>27</b>	<b>17.65</b>	<b>31</b>	<b>20.0</b>	<b>8</b>	<b>18.95</b>

PP	45	30.0	35	22.58	39	25.49	32	20.65	31	20.26
EAL	36	24.0	26	16.77	40	26.14	14	9.03	34	22.22

2016 Exam Results: Student Information: **Evidence and Commentary:**

Student-related Information		Attainment		Progress		Commentary
		% A* - A	% A* - C	3 LOP	4 LOP	
<b>English – by gender</b>	Female	35.3	86.8	85.5	71.0	Females out performed males in both top measures of performance; +10.3% gap in the A* - A measure, with a larger gap in 4 LOP performance of +17.5%, however the A* - C gap and 3 LOP gap were both less than 5%
	Male	25.6	82.1	88.7	53.5	
<b>Maths – by gender</b>	Female	14.7	63.2	65.1	23.8	Gender gaps for maths were very low on all four main performance measures being less than 5%, with A* - A, 3 and 4 LOP results each being less than 1%
	Male	14.1	67.9	65.7	24.3	
<b>English – by EAL status</b>	Non EAL	35.2	87.7	86.8	62.8	Attainment gaps for EAL vs non EAL students were larger than with other key groups, however EAL students outperformed the Non EAL students by 4.9% for 3 LOP
	EAL	4.2	66.7	91.7	50.0	
<b>Maths – by EAL status</b>	Non EAL	15.6	69.7	65.8	24.2	The attainment gap was considerably lower than English in the A* - A measure, which could possibly be due to lower overall attainment at the top end grades. However progress gaps for both measures were below 4.3%
	EAL	8.3	45.8	61.5	23.1	
Even though there are 13 different ethnic groups within the exited 2016 cohort, only 3 groups have 4 or more students; therefore it is impossible to make judgements on ethnic performance for small cohorts as the sample size is not statistically sufficient						
<b>English – by ethnicity (for cohorts &gt;3 students)</b>	WBRI (107)	35.5	87.9	86.8	61.3	A* - A and A* - C attainment for white British students was the highest of the larger ethnic groups, (A/A* grades were also achieved by AIND, AOTH, BAFR, MWAS students and A* - C grades were achieved in all 13 ethnic groups). However 3 LOP results were highest in the WOTH ethnic group even though their %A* - C grades were the lowest of the main groups)
	WOTH (19)	10.5	57.9	87.5	62.5	
	MWBC (4)	0.0	75.0	50.0	50.0	

<b>Maths – by ethnicity (for cohorts &gt;3 students)</b>	WBRI (107)	15.0	72.0	68.9	23.6	Performance gaps in the top attainment and progress measures (A* - A and 4 LOP) were relatively small between WBRI and WOTH students, with WOTH actually having the highest 4 LOP figures of all SS groups. MWBC performance was generally disappointing in all measures.
	WOTH (19)	10.5	36.8	50.0	25.0	
	MWBC (4)	0.0	25.0	0.0	0.0	



Student Information: **Evidence and commentary**

Attendance by gender	Male 95.50% Female 96.20%																														
Attendance by EAL	EAL 96.50%																														
Attendance by Ethnicity	<table> <tr><td>White - British</td><td>95.60%</td></tr> <tr><td>White - Irish</td><td>83%</td></tr> <tr><td>Any other White background</td><td>95.40%</td></tr> <tr><td>White and Black Caribbean</td><td>96.70%</td></tr> <tr><td>White and Black African</td><td>96.40%</td></tr> <tr><td>White and Asian</td><td>95.90%</td></tr> <tr><td>Any other mixed background</td><td>97.70%</td></tr> <tr><td>Indian</td><td>97.30%</td></tr> <tr><td>Pakistani</td><td>95.50%</td></tr> <tr><td>Bangladeshi</td><td>98.10%</td></tr> <tr><td>Any other Asian background</td><td>96.80%</td></tr> <tr><td>Black - African</td><td>97.80%</td></tr> <tr><td>Any other Black background</td><td>98.10%</td></tr> <tr><td>Chinese</td><td>99.50%</td></tr> <tr><td>Any other ethnic group</td><td>98.20%</td></tr> </table>	White - British	95.60%	White - Irish	83%	Any other White background	95.40%	White and Black Caribbean	96.70%	White and Black African	96.40%	White and Asian	95.90%	Any other mixed background	97.70%	Indian	97.30%	Pakistani	95.50%	Bangladeshi	98.10%	Any other Asian background	96.80%	Black - African	97.80%	Any other Black background	98.10%	Chinese	99.50%	Any other ethnic group	98.20%
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Chinese	99.50%																														
Any other ethnic group	98.20%																														
Attendance by PP v. Non PP	PP 92.70% NON PP 96.67%																														
Attendance by SEND	Statemented 57.50%																														

	SEN Support 91.10%
	ECHP 71.60%
Participation in the Student Council by:	
• Gender	32 Males, 36 Female
• EAL	10
• PP	16
• SEND	8
Breakdown of Students Prefects by	
• Gender	45 male, 57 female
• EAL	12
• PP	13
• SEND	14

**Staff Information:**

<b>Workforce Information</b>	<b>Evidence and commentary</b>
Workforce by Gender	72 Female, 33 Male
Workforce by Ethnicity	Asian or Asian British, any other Asian Background – 1 Asian or Asian British, Indian – 1 Asian or Asian British, Pakistani – 1 Black or Black British, African – 1 White, any other White Background – 9 White, British – 88 No declaration – 4 <b>Total - 105</b>
Leavers by gender 2015-16	Female 9, Male 5
Leavers by Ethnicity	Asian or Asian British, Indian – 1 Black or Black British, Caribbean – 1 White, Irish – 1 White, British – 11 Total - 14
Pregnancy and Maternity 2015-16	4

The school has published various policies on the school's internet site, such as the SEN report, behaviour policy, attendance policy, safeguarding and child protection policies and our curriculum information. These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

## Equality Objectives

## Appendix B

We recognise that the public sector equality duty has three aims, 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 share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

Having referred to and analysed our equality information, we have set ourselves the following objectives:

### **Objective 1:**

Continue to reduce the attainment and progress gap between disadvantaged and non-disadvantaged student groups and implement appropriate intervention to support them. Our aim is always to ensure students succeed and have equal opportunities.

### **Objective 2:**

Further develop strategies to improve boys underachievement and in so doing continue to reduce the gender gap. This includes boys' underachievement in the higher ability band.

### **Objective 3:**

Foster a deeper appreciation and understanding of how our school community reflects modern Britain. This will be explicitly linked to British Values and the further development of SMSC across the school.

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