

## **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).

### Overview of Students by Year Group (2018/19):

		Year 7		Year 8		Year 9		Year 10		Year 11	
		No.	%	No.	%	No.	%	No.	%	No.	%
Boys		100	55.87	101	56.74	82	53.59	91	57.96	75	49.67
Girls		79	44.13	77	43.26	71	46.40	66	42.04	76	50.33
Ethnicity											
	ABAN	1	0.56	3	1.69	2	1.30	1	0.64	1	0.66
	AIND	10	5.59	8	4.49	3	1.95	4	2.55	9	5.96
	AOTH	1	0.56	4	2.23	6	3.90	4	2.55	2	1.32
	APKN	1	0.56	2	1.12	0	0	1	0.64	1	0.66
	BAFR	2	1.12	6	3.37	1	0.65	1	0.64	2	1.32
	BOTH	0	0	1	0.56	1	0.65	0	0	0	0
	CHNE	1	0.56	0	0	2	1.30	0	0	2	1.32
	MOTH	7	3.91	3	1.69	4	2.60	2	1.27	2	1.32
	MWAS	5	2.79	2	1.12	3	1.95	2	1.27	4	2.65
	MWBA	1	0.56	1	0.56	1	0.65	4	2.55	1	0.66
	MWBC	4	2.23	1	0.56	1	0.65	2	1.27	0	0
	OOTH	2	1.12	1	0.56	1	0.65	1	0.64	2	1.32
	WBRI	112	62.57	112	62.92	103	66.88	120	76.43	106	70.20
	WIRI	0	0	0	0	0	0	0	0	0	0

WOTH	31	17.32	34	19.10	26	16.88	15	9.55	19	12.58
WROM	1	0.56	0	0	0	0	0	0	0	0
information not obtained / refused										
SEND	38	21.23	32	17.98	35	22.88	41	26.11	24	15.89
PP	55	30.73	44	24.72	38	24.84	30	19.11	34	22.52
EAL	47	26.26	55	30.90	37	24.18	26	16.56	40	26.49

### Student Attainment:

Student-related Information		Attainment			Progress
		% 9 - 7	% 9 - 5	% 9 - 4	Progress 8* Score
English – by gender	Female	39.4	83.3	92.4	+0.85
	Male	24.4	68.3	76.8	+0.05
Maths – by gender	Female	10.1	54.6	81.8	-0.26
	Male	31.7	56.1	69.5	+0.21
English – by EAL status	Non EAL	32.1	76.1	85.1	+0.43
	EAL	21.4	64.3	71.4	-0.02
Maths – by EAL status	Non EAL	20.9	55.2	75.4	-0.02
	EAL	35.7	57.1	71.4	+0.15
Even though there are 8 different ethnic groups within the exited 2018 cohort, only 4 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					
English – by ethnicity (for cohorts >3 students)	WBRI (121)	32.2	77.7	86.0	+0.47
	WOTH (5)	40.0	100	100	+0.31
	AIND (5)	0.0	40.0	80.0	-0.31
	AOTH (7)	14.3	57.1	57.1	-0.05
Maths – by ethnicity (for cohorts >3 students)	WBRI (121)	22.3	57.9	76.9	+0.02
	WOTH (5)	40.0	80.0	100	-0.08
	AIND (5)	0.0	20.0	60.0	-0.71
	AOTH (7)	28.6	42.9	57.1	+0.46

Student-related Information		Attainment			Progress
		% 9 - 7	% 9 - 5	% 9 - 4	Progress 8* Score
English – by FSM Ever 6	FSM Ever 6	4.6	36.4	68.2	-0.19
	Non FSM Ever 6	34.4	78.4	85.6	+0.53
Maths – by FSM Ever 6	FSM Ever 6	0.0	13.4	47.8	-0.83
	Non FSM Ever 6	26.4	63.2	80.8	+0.15
English – by Disadvantaged	Disadvantaged	12.0	52.0	68.0	-0.05
	Non Disadvantaged	35.0	79.7	87.0	+0.51
Maths – by Disadvantaged	Disadvantaged	0.0	12.0	44.0	-0.77
	Non Disadvantaged	26.8	64.2	81.3	+0.15
English – by Pupil Premium	Pupil Premium	11.54	50.0	69.2	-0.05
	Non PP	35.25	80.33	86.7	0.51
Maths – by Pupil Premium	Pupil Premium	0.0	11.54	46.2	-0.67
	Non PP	81.2	63.9	27.1	0.14

Students who received Pupil Premium funding in the 2017/18 academic year showed a significant difference in headline performance outcomes compared to those students who did not receive extra funding. In 2017 English achieved a Progress 8 score of -0.31, which this year closed to just -0.05 showing a significant improvement in understanding the needs to ensure that disadvantaged students achieve results more in line with all student achievement nationally. Maths is still one of the main concerns for disadvantaged students within the school; where attainment in 2017 was below that achieved by English; even though KS2 APS for maths was lower than that achieved for English for all disadvantaged groups (PP, FSM Ever 6 and disadvantaged) by 0.13 / 0.16 / 0.15 respectively, the gap between the two core subjects increased with maths achieving a sig- score nationally for FSM Ever 6 students. However, year on year Progress 8 outcomes showed an improvement of +0.15 for disadvantaged students in 2018 compared to 2017, suggesting that even though there is still improvement needed for outcomes to be inline with national all students improvements are being made and the gap is expected to close further in 2019.

### Student Information: Attendance (2017-18)

Attendance by gender	Male Female	96.0% 95.4%
Attendance by EAL	EAL	95.8%
Attendance by Ethnicity	White - British Other than White British	95.7% 95.8%
Attendance by Disadvantaged	Disadvantaged Non disadvantaged	92.8% 96.6%
Attendance by SEND	EHCP SEN Support No Identified SEN	90.4% 92.9% 96.4%
Participation in the Student Council by:		
<ul style="list-style-type: none"> <li>• Gender</li> <li>• EAL</li> <li>• Students eligible for PP funding</li> <li>• Students with SEND</li> </ul>	<p>19 Males, 12 Female</p> <p>8</p> <p>9</p> <p>3</p>	
Breakdown of Students Prefects by	Total Number of Prefects – 38	
<ul style="list-style-type: none"> <li>• Gender</li> <li>• Ethnic group</li> </ul>	<p>16 Male, 22 Female</p> <p>29 White British 3 Indian</p>	



	<ul style="list-style-type: none"><li>2 Any other White background</li><li>1 Any other ethnic group</li><li>1 White + Asian</li><li>1 Any other Asian Background</li><li>1 White + Black African</li></ul>
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**Staff Information:**

<b>Workforce Information</b>	<b>Evidence and commentary</b>
Workforce by Gender	69 Female, 25 Male
Workforce by Ethnicity	Asian or Asian British, any other Asian Background – 3 Asian or Asian British, Indian – 4 Asian or Asian British, Bangladeshi – 1 Mixed white and Asian - 1 White, any other White Background – 8 White, British – 77 <b>Total – 94</b>
Leavers by gender 2017-18	Female 17, Male 6
Leavers by Ethnicity	White, British – 22 Blank – 1 <b>Total - 23</b>
Pregnancy and Maternity 2017-18	2

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:

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

### **Objective 1 (redeveloped):**

Continue to reduce the attainment and progress gap between disadvantaged and all other students nationally by implementing appropriate intervention to support them.

### **Objective 2 (new objective November 2018):**

Continue to reduce the attainment and progress gap between students with special educational needs and/or disabilities and all other students nationally by implementing appropriate intervention to support them. This will have a particular focus on students identified as 'K' requiring additional support in lessons.

### **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.

**Date of publication of original objectives: November 2016**

**Date for review and re-publication: November 2018 (See November Update 2018 approved by LGB 28.11.2018 and published on USH website under Equalities)**

**Date of next review and re-publication: November 2019**