

## Equality Information and objectives June 2019

The following information is published each year:

- Information about our school population
- Our due regard for equality and how we promote community cohesion
- equality objectives to show how we plan to tackle particular inequalities and improve what we do

### **1: Information about the student population**

Number of students on roll at the school: **513 (including 113 in Sixth Form)**

#### **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.' Number of students with special needs and disabilities: 65

There are students at our school with different types of disabilities and these include:

Specific Learning Difficulty	1
Moderate Learning Difficulty	20
Social, emotional and mental health	30
Speech, Language and Communication Needs	1
Hearing Impairment	3
Physical Disability	2
Autistic Spectrum Disorder	22
Other Difficulty / Disability	1

#### **Ethnicity**

Category	Male	Female	TOTAL
White - British	216	222	438
White Other	1	12	13
White and Black Caribbean	3	7	10
White and Asian	4	4	8
Any Other Mixed Background	4	3	7
Bangladeshi	2	3	5
Indian	2	2	4
Black Caribbean		3	3
Refused	1	2	3
Pakistani	1	2	3
White - Irish	1	2	3
White Eastern European	2		2
White Western European		2	2
Chinese		2	2
Any Other Black Background	1	1	2
Any Other Asian Background	2		2
Other Black African	2		2
White and Black African	1		1
Black - Ghanaian	1		1

Albanian	1		1
Filipino		1	1
<b>TOTAL</b>	<b>245</b>	<b>268</b>	<b>513</b>

#### Religion and belief

Buddhist	1	Muslim	7	No Religion	249
Christian	221	Roman Catholic	24	Other Religion	8
Jewish	1	Sikh	1	Refused	2
				Total	513

#### Pregnancy and maternity

Students who are pregnant	0
Students who have recently given birth	0

#### Sensitive information on some pupils with protected characteristics

It is not appropriate for us to collect information from students in relation to some protected characteristics, such as gender identity and sexual orientation. However, as a school we are aware that there may be a number of equality issues for gay, lesbian and bisexual students, as well as those who are undergoing or who have undergone a reassignment of their gender.

#### Information on other groups of students

Inspections of schools will look at how schools help all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support. In addition to students with protected characteristics, we wish to provide further information on the following groups of students:

#### Students from low income households

	Boys	Girls	Total	Percentage of school population
Number of students currently eligible for free school meals (FSM)	26	24	50	9.7%
Number of students on roll who have been eligible for FSM in the last six years	32	31	63	12.3%

#### Students with Special Educational Needs (SEN)

	Number of Students	Percentage of school population
No Special Educational Need	448	87.3%
School Support	49	9.6%
Education, Health and Care Plan	16	3.1%
Grand Total	513	

#### Students with English as an additional language (EAL)

	Boys	Girls	Total	Percentage of school population
Number of students who speak English as an additional language	12	17	29	5.7%

	Boys	Girls	Total	Percentage of school population
Number of students who are at an early stage of English language acquisition	0	0	0	0

#### Looked after children

4
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## Young carers

*Young carers can display poor attendance, punctuality and behaviour because of a knock on effect from problems at home and are more likely to become NEET.*

0 students care for one or more parents; 0 have siblings with severe illness/disability.

## Other vulnerable groups (numbers of students per year group)

Children of Service Families:

Year 7: 0 Year 8: 0 Year 9: 0 Year 10: 2 students Year 11: 0 Sixth Form: 1 Student

Children with Gypsy, Roma, Traveller (GRT) heritage

0

## 2. Our main equality challenges

This is a summary of the main disadvantages and inequalities that the school is most concerned about. For some of these challenges we have also set and published equality objectives. See Part 6 of this document.

A central focus of the school continues to be that disadvantaged students have equity of access to the school "offer"; this requires the students to have excellent attendance. We are also concerned about the attitude to equality, for example, race and sexuality, of students and have taken actions to address this during the course of the year. Building on these foundations, we have now identified Equality Objectives to bring these issues to the fore.

## 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 in the school. This includes student and staff matters and in the way we work with external colleagues and visitors/contractors etc.

- School Improvement Plan
  - Record-keeping linked to protected characteristics
  - Related policies, such as anti-bullying, behaviour, British Fundamental Values, SEND
  - Accessibility plan for the disabled\*
  - Admission arrangements
  - Monitoring exclusions
  - Recording and tackling incidents of harassment
  - Relevant staff and governor training or meetings
  - Complaints procedure
  - Non-discriminatory employment practice
  - Staff and student codes of conduct
  - Staff Grievance procedure
  - Home/School agreement\*
  - Attendance Officer
  - Pastoral Mentors
- \* Being updated for 19/20

## 4. Protected Characteristics summary: (disability / ethnicity & race (including EAL learners) / gender / gender reassignment / gender orientation / pregnancy & maternity / religion & beliefs / age (staff only)

### Summary information:

*In relation to any protected characteristic add key information, if available, on any significant inequalities in relation to attainment and access, and any particular issues you are aiming to address. Comment on issues related to good relations between pupils with protected characteristics and others, and what pupils and parents have said about any related issues.*

**Two separate emails below from different members of staff with the protected characteristic of ethnicity and race record both the issue, and the response of the school**

1. "I want to express my heartfelt appreciation and gratitude to you, our headteacher, who truly cares about the importance of equality in our school. You have no idea how much it means to me, our students and staff from different backgrounds. I was touched by your words during the assembly this

morning as I have had bad experiences related to racism in my previous school but issues were not addressed and dealt with accordingly. Thank you very much for taking the time to teach our students the right value and attitude towards equality and how every human being should be treated.”

2. “I am completely touched the way you are tackling this issue and taking it further. I have complete trust on you as a headteacher that no one could tackle it better than you. I was immune to this kind of behaviour before meeting you. I wish other local schools would take it that seriously as well. Your trust is the biggest motivation which is making me able to fit in this challenging role. I felt lucky to be part of your team.”

We are committed to working against discrimination and for equality towards individuals and group of people with protected characteristics. To meet our duties under the Equality Act 2010 we need to:

**Advance equality of opportunity by:**

Advancing achievement for all staff and students at Theale Green School through our Core Value of **Respect**



**Foster good relations and community cohesion by:**

- the manner in which bullying and prejudice-related incidents are managed
- awards students for pro-social behaviours
- curriculum work and assembly programme which promote understanding
- ethos of restorative practice modelled by students and staff
- how students participate in decision-making and how they take responsibility (School Council),
- involvement with primary schools, local communities and organisations and groups (e.g Parish Council)

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

*Add a statement on any positive outcomes that have been achieved in this area.*

Our parent survey demonstrates that children feel safe at school; exclusion rates have decreased very significantly; recording systems for prejudiced or bullying behaviours are now in place, assemblies have been held and data is now being monitored. Our SIP for 19/20 reflects the next steps

**5: Record of how we have considered equality issues when making decisions**

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies. This means we need to consider what the impact of those decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised.

Date	Policy or decision	Equality issues we considered
All current policies or *being updated for 2019/20	Sex & Relationship Education Policy*	Gender, religion / belief
	Staffing policies e.g teachers’ pay Leave of absence	Maternity leave; paternity leave; leave of absence
	Behaviour Management	Ethnicity / gender
	Uniform	Gender
	Anti-bullying	Gender, race, religion, nationality
	Curriculum*	Gender

	Homework Schedule*	Access to IT
	SEND	Disability

## **6: Equality objectives**

The Equality Act 2010 requires us to publish one or more specific and measurable equality objectives. We aim to address areas where we need to take action to improve equality and tackle disadvantages. Schools can set equality objectives to tackle any issues of discrimination, inequality or disadvantage. Objectives might be linked to challenges the school is already responding to in the school improvement plan, or can address issues and concerns identified through consultation with students, staff and parents. Some of the challenges that equality objectives address will include:

- Improving school attendance of students from particular groups.
- Reducing prejudice-related bullying or relational conflict and the use of derogatory language.
- Improving knowledge, skills and attitudes to enable students to appreciate and value difference and diversity – for example increasing understanding between students from different faith communities.

**Objective 1:** *To ensure that every member of our community feels safe and confident to come through our doors knowing that they will be valued for who they are as an individual. We will use Student Voice, Staff Voice and data to monitor our progress.*

Why we have chosen this objective: We have identified that there are incidents relating to inappropriate comments or behaviours relating to protected characteristics within our community

To achieve this objective we plan to:

- Through a programme of education, ensure that all students and all staff understand the principles of the Public Sector Equality Duty and how we carry a community responsibility to treat all people equally.
- Monitor, evaluate and review the impact

Progress we are making towards this objective:

- **Assembly to all students and staff by the HT with reference to the Equality Act 2010, Theale Green School's commitment to the PSED, unlawful behaviours and how to report them**
- **Assembly shared with parents to help them discuss with children**
- **Ongoing reminders and prompts built into the curriculum**

**Objective 2:** *To enable all members of our community to feel safe and confident to challenge (directly or indirectly) any behaviours they see or hear which are aimed at damaging someone's dignity or feelings because of their characteristics (including accent or appearance). We will use Student Voice, Staff Voice and data to monitor our progress.*

Why we have chosen this objective: we have identified that students (and staff) do not feel equipped to challenge poor behaviours relating to treating people unequally because of a protected characteristic. It is clear that the behaviours are recognised as unacceptable, but further action is not taken

To achieve this objective we plan to: introduce a clear and easy method for reporting any behaviours that are unacceptable under the PSED and to monitor what information is gathered and how it is managed

Progress we are making towards this objective:

- **Assembly to all students and staff by the HT with reference to the Equality Act 2010, Theale Green School's commitment to the PSED, unlawful behaviours and how to report them**
- **Reporting forms in place and available at various points around the school**
- **Assembly shared with parents to help them support their children to report incidents**
- **Ongoing reminders and prompts built into the curriculum**

**Objective 3:** *To increase the attendance of disadvantaged children towards 95%*

Why we have chosen this objective: we have identified that students who are disadvantaged attend less well, through holidays, illness, exclusions and other absence

To achieve this objective we plan to: monitor weekly the attendance of disadvantaged students in each year group through a year group team of "tutor, LT Link, Attendance Officer and administrator, building relationships with students and parents to increased attendance

Progress we are making towards this objective:

- *An amended Pastoral structure for 19/20 will align a member of the Leadership Team to each year group who will lead the group and report back to the HT Report.*

**7: Information about the staff demographics**

Number of staff employed by the school: 88 (49 teaching, 39 support staff), excluding 14 Casual Staff.

**Information on staff by protected characteristics**

<b>Ethnicity</b>	<b>4 Other than White British</b>
<b>Disability</b>	<b>0</b>
<b>Gender</b>	<b>Teaching Staff 15 Male/34 Female Support Staff 6 Male/33 Female</b>
<b>Age</b>	46.6 support staff; 42.6 teaching staff
<b>Religion</b>	<b>Unknown</b>

**Pregnancy and maternity**

Staff who are pregnant	3
Staff on maternity leave	2
Return to full-time work post maternity leave over the last year (as fraction of total reaching end of maternity leave over last year)	2/2
Flexible working post maternity leave over the last year (as fraction of total reaching end of maternity leave over last year)	0/2
Left post maternity leave over the last year (as fraction of total reaching end of maternity leave over last year)	1/2

**Sensitive information on some staff with protected characteristics**

We currently do not collect information from employees in relation to some protected characteristics, such as gender identity and sexual orientation.

However, we are aware that there may be equality issues for gay, lesbian and bisexual staff, as well as those who are undergoing or who have undergone a reassignment of their gender.

**Part B: Further Equality information**

**Gender pay gap information**

Teachers	Male	Female
Main Pay Range	4	6
Upper Pay Range	10	23
Management Allowances	9	15
Leadership Spine	1	5
<b>TOTALS</b>	<b>15</b>	<b>34</b>

Grievances, including reported incidences of harassment

One

What staff have said about equality issues

See section 4. Additionally staff have commented that they are glad homophobia is now being challenged.

Policies and programmes put in place to address equality concerns raised by staff and trade unions

None – as per minutes of union / staff meetings