

## EQUALITY AND DIVERSITY REPORT

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**Report audience:** Theale Green School LGC

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**Meeting date:** June 2025

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**Report author:** Claire Lloyd, Assistant Headteacher & SENDco

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**Report purpose:** for information, discussion, and approval

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### AGENDA ITEM: 10.1

## EXECUTIVE SUMMARY

### Purpose

The purpose of this document is to provide governors with assurance that the school is adhering with the Activate Learning Education Trust's (ALET) obligations under the public sector equality duty (PSED) by having due regard to:

- Eliminate discrimination and other conduct that is prohibited by the Equalities Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics, between people who share a protected characteristic and people who do not share it.

The Trust board delegates the responsibility for monitoring the achievement of the objectives on a daily basis to the executive team member at each school within the Trust.

Link to DFE advice - <https://www.gov.uk/government/organisations/department-for-education/about/equality-and-diversity>

### The Equalities Act 2010 (Specific Duties) Regulations 2011

This regulation requires schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives, this needs to be updated and published annually.

The ALET board ensures the equality information and objectives are set out in a statement and published and communicated throughout the schools and reviewed and updated every four years. (See link below).

[https://www.alet.org.uk/wp-content/uploads/sites/3/2023/11/ESD003\\_V6\\_Equality-Diversity-and-Inclusion-Policy.pdf](https://www.alet.org.uk/wp-content/uploads/sites/3/2023/11/ESD003_V6_Equality-Diversity-and-Inclusion-Policy.pdf)

## ALET Equality Objectives

**Objective 1:** Undertake an analysis of recruitment data and trends with regard to race, gender and disability for both staff and students.

**Objective 2:** Have in place a reasonable adjustment agreement for all staff and students with disabilities, to meet their needs better and ensure that any disadvantages they experience are addressed

**Objective 3:** Increase the representation of teachers from local black and minority ethnic communities over by July 2023, so that this group increases from 10% to 25% of the teaching workforce.

**Objective 4:** Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

**Objective 5:** Sign up to the Disability Confident employer scheme, ensuring there are a sufficient number of senior managements who are trained to help address the under-representation of people with disabilities in the workforce.

All school staff are expected to have regard of the Equality and Diversity Policy and work to achieve the objectives.

## REPORT BODY

All Schools have their own local context and as part of the scheme of review for the Trust, each school is reporting progress (via this template) against our obligations under the public sector equality duty (PSED) to have due regard to:

- Eliminate discrimination and other conduct that is prohibited by the Equalities Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics, between people who share a protected characteristic and people who do not share it.

### Student body:

#### Eliminating Discrimination

This is achieved by, but not limited to:

- RSHE Curriculum
- A broad and balanced curriculum addressing discrimination in a variety of subjects
- Cultural visits and speakers
- The Respectful Behaviours Manifesto.
- Speak up Speak Out campaign
- A culture of open conversation between staff
- Well understood and used safeguarding reporting systems
- All racial incidents recorded, addressed and monitored.

#### Advancing equality of Opportunity

This is achieved by but not limited to:





- Ensuring students groups are contextually represented in events and opportunities.
- Developing opportunities for students that promote equity as well as equality.
- A strong House system and a wide variety of sport & fitness on offer.
- Student Council representing student body.
- Regular use of staff and student voice to drive strategic planning.
- Attainment data for disadvantaged students shared with HoD for planning and intervention.
- Maximum use of NTP for disadvantaged students.
- Breaking down literacy barriers by providing additional support through the online program Lexia, buddy reading and 1-1 or small group teaching.
- Developing healthy minds and bodies through targeted use of the fitness zone to disadvantaged students.
- Additional careers advice and visits for those who have more complex SEND.
- Development of Careers information and apprenticeships on TGS website targeting SEND.
- Observations, assessments and welcomes for students with EAL.
- Opportunities for alternative provision such as the therapeutic setting of Rushall Farm or the hands-on learning of The Furniture Project.
- Online learning programme – Century AI for EHCP, SEND K, EBSA & disadvantaged students.
- The Action group – year 9 student led.
- Respect and attitude surveys to students through RSHE lessons.

### Fostering good relations

This is achieved by but not limited to:

- Visiting speakers
- Respectful Behaviours Manifesto
- Promotion of TGS values and ALET attributes – ALET INSET on attributes
- Clear procedures for reporting anti-social behaviour
- Good community use of buildings and strong networks with Parish Council and wider local community
- High expectations of community behaviours in our school e.g. no litter
- Parental workshops led by the Family Support Worker.



## Information about the student demographics

### \*Disabilities within the student cohort:

\*Students may be counted in more than one category

Category of need	2024	2025
Specific Learning Difficulty (Dyslexia and accessing the curriculum due to literacy needs)	46	49
Social, emotional, and mental health (ADHD)	70	77
Hearing Impairment	3	3
Physical Disability	3	4
Autistic Spectrum Disorder	61	75

### Gender

	Male	Female	TOTAL
2024 - May	396	359	755
2025 - May	408	388	797

### Ethnicity – Data from May 2024 May 2025

Category	Total – May 2024	Category	Total May 2025
White - British	589	White - British	609
White Other	31	White Other	24
White and Black Caribbean	30	White and Black Caribbean	30
Any other mixed background	19	Any Other Mixed Background	25
Indian	12	Indian	11
White and Asian	12	White and Asian	12
White - Irish	6	White - Irish	4
Any other Asian background	5	Any Other Asian Background	6
Chinese	5	Chinese	6
Any other Black background	4	Any Other Black Background	7
White and Black African	4	White and Black African	6
White Eastern European	4	White Eastern European	6
Other Black African	4	Other Black African	6
Afghan	4	Afghan	4
Other ethnic group	3	Other ethnic group	3
White Western European	3	White Western European	3
Arab	2	Arab Other	3
Gypsy/Roma	2	Gypsy / Roma	3
Kurdish	2	Kurdish	2
Pakistani	1	Pakistani	0
Black - Sierra Leonian	1	Black – Sierra Leonian	1
White - Northern Irish	1	White - Northern Irish	1

Portuguese	1	Portuguese	1
Black Caribbean	1	Black Caribbean	1
Black - Nigerian	1	Black - Nigerian	1
Bangladeshi	1	Bangladeshi	0
Black - Congolese	1	Black - Congolese	1
Refused	6	Refused	2
		Information Not Yet Obtained	19
		<b>Grand Total</b>	<b>797</b>

## Data May 2025

### Religion and Belief

Data from May 2024.

Religion no longer collected on admissions forms – May 2025.

Buddhist	1	Muslim	11	No Religion	346
Christian	281	Roman Catholic	9	Other Religion	8
Jewish		Sikh	8	Refused	86
Hindu	5			Total	755

### Socio Economic

	Students from low-income households	Number of students	Percentage of school population
May 2024	Number of students currently eligible for free school meals (FSM)	155	20.5%
May 2025	Number of students currently eligible for free school meals (FSM)	177	22.2%

### Special Educational Needs

	Number of Students 2023-2024	Number of Students 2024-2025	Percentage of school population 2023-2024	Percentage of school population 2024-2025
No Special Educational Need	575	597	76%	75%
School Support	150	173	20%	22%
Education, Health and Care Plan	30	27	4%	3%
Total	755	797		

### English as a second language

	Total	Percentage of school population
Number of students who speak English as an additional language May 2024	55	7.3%
Number of students who speak English as an additional language May 2025	71	8.9%

**Looked after Children**

May 2024	2
May 2025	10

**Young Carers**

May 2024	2
May 2025	11

**Other vulnerable students**

**Data remains the same for 2025.**

Children of Service families: 7
Children with Gypsy, Roma, Traveller (GRT) heritage: 3

**Main Challenges at the school:**

The challenges below are being directly addressed by ongoing actions, including but not limited to:

- Reducing persistent absence of disadvantaged students
- Reducing exclusions for disadvantaged students
- Eliminating homophobic (and other offensive) language
- Increase access to disadvantaged families in support of students' education
- Increasing number of students on the SEND register
- Increasing numbers of students with a mental health disability – need to develop wider understanding within the school community
- Increasing number of students as young carers or looked after/post adopted thus dealing with trauma.



## Staff body -

### In relation to the ALET objectives regarding staffing which are listed at the beginning of the report:

1. Recruitment data and trends with regard to race, gender & disability. This is stored on application forms but not reported on.
2. The reasonable adjustments agreement for all staff with disabilities. How many staff access this? Where staff have concerns, we adjust accordingly. It can fluctuate due to some temporary concerns regarding return from injury or absence.
3. Has training occurred for all members of staff & governors involved in recruitment and selection on equal opportunities and non-discrimination. Does the training evaluation data show 100% of those attending have a good understanding of legal requirements? We have four staff who are trained in safer recruitment – no governors are.
4. Have we signed up to the Disability Confident employer scheme? Not evident on the website. We promote that we are a well school. Adaptations are made for those with disabilities. One member of staff has recently had a medical condition which means that her working practices and environment have been adapted as she is now in a wheelchair. Adaptations are made for our Assistant headteacher who is deaf in her right ear having a small meetings room for parents evening instead of being in the main hall. We are following up with the Trust the Disability Confident employer scheme.
5. Have we ensured there is a sufficient number of staff in senior management who are trained to help address the under representation of people with disabilities in the workforce? We shortlist on the basis of skills and experience; we appoint following a robust and fair interview process that considers many elements – no staffing decisions are made on any other basis than the best candidate for role.
6. A breakdown of our workforce by gender, ethnicity. We currently have 120 staff (this figure includes casual staff) there are 88 females and 32 males. We do not have full data on ethnicity. The majority of our workforce are white British, we have a Ukranian, a Canadian and some staff of a mixed ethnic background. Moving forward this information is to be added to Edgen. Staff are employed from the best experience, ethos and fit for the post advertised.

## QUESTIONS FOR REFLECTION/ DISCUSSION

### Questions

Add questions relevant to your local context.

- How might the governors discuss our role under the public sector equality duty (PSED) in link governor visits?
- Are there any areas that governors would like Trustees to consider when reviewing ALET's objective?

## CONCLUSIONS AND RECOMMENDATIONS

This paper is for information and discussion.