

Equality information and objectives (public sector equality duty) statement for publication

Distribution: Teaching staff Governors Support staff

Policy Reviewed & Approved: May 2021

Date for Review: May 2025

Policy Owner: Headteacher

About this policy

Equality and Diversity/Model Policies/Model School Equality Policy

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Equality information and objectives

Introduction

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

We believe that all students 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 students, 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 Employment Equality 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, race, 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

Aldworth School is a co-educational, comprehensive school that serves the South Ham area of Basingstoke. The school is maintained by Hampshire County Council and the ages of the students on roll range from 11-16 years. The Published Admission Number (PAN) for each year group is 200, the school therefore has a maximum capacity of 1,000 students. The school collects equality information and this is summarised in appendix A of this policy.

Principles

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

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

We see all students, potential students, 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 or not English is their first language

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 students may face in relation to their protected characteristics:

- Disability – we understand 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 acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we appreciate 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, carers or students 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 students who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting students, 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 student 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 students, their families and staff
- Our policies and practice in relation to student 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 students 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.

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 students in their class who have additional needs

Date approved by the Governing Body: May 2021

Date for policy review: * May 2025

*** NOTES:**

All schools must re-publish equality information contained in Appendix A annually.

All schools must review their equality objectives (contained in Appendix B) four years after publication, but are encouraged (in accordance with principle 9) to review progress towards these objectives annually having reference to relevant aspects of the annual equality information.

However, this policy statement should not require such regular review and governors should schedule a cycle of 4 years, coinciding with the review of objectives. However, a shorter cycle may be deemed necessary due to the circumstances of the school or if the annual review of the equality information prompts a shorter cycle.

Equalities Information

Appendix A

NOTE: Governors may also wish to refer to the Governors workbook to support them to consider what information should be published.

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).

We have also involved staff, students, parents and others in the following ways:

- focus groups
- parent questionnaires
- involvement of the student council
- staff surveys
- contact with parents representing students with particular protected characteristics (including SEND and Pupil Premium).

Student-related data

Quantitative data that governors may consider in this area includes:

- attainment levels
- student progress
- attendance levels
- exclusions, sanctions and rewards
- rates of bullying/harassment/behaviour related incidents
- take up rates of extra curricular activities/after school clubs etc
- participation in the student council
- choice of option subjects
- results of parental satisfaction surveys and complaints monitoring

Staff data

The school is not required to publish staff data as the school currently employs less than 150 staff.

Other information

Information gathered on other people who use the services may include:

- Attendance at parents evenings
- Governor representation
- Volunteers in the school

Qualitative information

Qualitative information that the school may publish on its website includes:

- school policies (where they make a statement about prohibited conduct and the importance of avoiding discrimination)
- minutes of governor meetings (particularly those evidencing discussions regarding responsibilities for equality)
- notes of staff meetings (where staff responsibilities for equalities have been discussed) or details of staff training in relation to equalities has been undertaken
- notes of staff meetings (where staff have been made aware of how to raise awareness of their concerns or where they have been directed to key policies for them in respect of their concerns – e.g. advised to discuss concerns with the Head, or awareness of whistleblowing, staff harassment/bullying policies raised)
- a note about how the school monitors equality issues in everyday school life
- detail about particular initiatives undertaken in the school (e.g. a focus on racist bullying; an initiative to assist girls to catch up in science; an initiative to help boys improve in their handwriting) and where possible, the impact of this initiative (e.g. increases in attainment)
- twinning arrangements with schools which enable students to meet and exchange experiences with students from different backgrounds
- information about aspects of the curriculum which promote tolerance, friendship and an understanding of different cultures
- details about assemblies which deal with relevant equality related issues
- views of the student council

The school has published various policies on the school's internet site (www.aldworth.hants.sch.uk). These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

Date of publication of this appendix: May 2021

Date for review and re-publication: May 2022

NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality information on an annual basis.

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).

We have also involved staff, students, parents and others in the following ways:

- focus groups
- parent questionnaires
- involvement of the student council
- staff survey
- contact with parents representing students with particular protected characteristics

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

Objective 1:

To increase the parent participation levels at parents evenings (and other invitation events) amongst parents whose children attract Pupil Premium funding for the school and/or are on the SEND register

Date of publication: *May 2021

Date for review and re-publication: *May 2022

NOTE: *The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality objectives at intervals of no more than four years but schools should publish detail on progress towards these objectives on an annual basis and publish this detail on the school's internet site.*

School Equality Policy Appendix A

Information	Evidence and Commentary
2019/20 Attainment in Mathematics by gender	GCSE grades Percentage of Gender - 89 Female - 88 Male Level 9: 1 Female - 1.1% - 3 Male - 3.5% Level 8: 3 Female - 3.4% - 5 Male - 5.8% Level 7: 8 Female - 9.1% - 8 Male - 9.3% Level 6: 7 Female - 8% - 9 Male - 10.5% Level 5: 20 Female - 22.7% - 18 Male - 20.9% Level 4: 25 Female - 28.4% - 21 Male - 24.4% Level 3: 14 Female - 15.9% - 10 Male - 11.6% Level 2: 6 Female - 6.8% - 6 Male - 7% Level 1: 2 Female - 2.3% - 5 Male - 5.8% Ungraded: 2 Female - 2.3% - 1 Male - 1.2%
2019/20 Attainment in Mathematics by Ethnicity	73.7% (112) of white students achieved Level 4+ in Maths 64% (16) Other than WBRI students achieved Level 4+ in Maths
2019/20 Attainment in English by gender	Level 9: 4 Female - 4.5% - 2 Male - 2.3% Level 8: 7 Female - 8.0% - 0 Male - 0% Level 7: 13 Female - 14.8% - 10 Male - 11.6% Level 6: 17 Female - 19.3% - 12 Male - 14% Level 5: 19 Female - 21.6% - 14 Male - 16.3% Level 4: 20 Female - 22.7% - 27 Male - 31.4% Level 3: 7 Female - 8% - 13 Male - 15.1% Level 2: 0 Female - 0% - 5 Male - 5.8% Level 1: 0 Female - 0% - 3 Male - 3.5% Ungraded: 1 Female - 1.1% - 0 Male - 0%
2019/20 Attainment in English by Ethnicity	86.8% (132) of white students achieved Level 4+ in English 80% (20) Other than WBRI students achieved Level 4+ in English
Attendance by gender 2019/20	Year 7: Female 91.6% - Male 91.8% Year 8: Female 95.0% - Male 92.0% Year 9: Female 93.4% - Male 94.1% Year 10: Female 90.9% - Male 91.0% Year 11: Female 90.9% - Male 94.9%
Attendance at Parents Evenings 2019/20	Year 7: 73.7% (tutor evening as no parents eve) Year 8: 70.8% Year 9: 59.1% Year 10: 72.8% Year 11: 72.9%
Senior Student applications 2019/20	35 applicants 57% female 43% male 14% BAME 20 appointed 55% female 45% male 15% BAME Head students 75% female 25% male 25% BAME
Headteacher Awards by Gender 2019/20	Percentage of Female - Males receiving: Book of Excellence: Female - 47.7% - Male 52.3% Bronze Awards: Female - 62% - Male 38% Silver Awards: Female - 74.1% - Male 25.9% Gold Awards: Female 64.3% - Male 35.7% Platinum Awards: Female - 100% - Male 0%
Incidents of Bullying 2019/20	17 incidents of bullying incidents logged 3 Female - 14 male - 15 White British, 2 other mixed background
Governor Representation 2019/20	40% Male - 60% Female 90% White British 10% White Other