

# Testwood School Equality Policy (including Equality Information and Principles)



Key Responsibility area:	DM
Last Review:	May 2023
Next Review:	May 2025

## Revision History

Version	Date	Amendments	Initials
2.0	07.07.21	Statistics updated Objectives updated	JB
2.1	01.10.21	Review date changed from bi-annually to annually	JB
2.2	05.05.23	Revised dates and data updated	

\*Appendices follow on from 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 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, trustees 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

- a) See Appendix C (Analysed School Performance information)

## 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:

- a) Whether or not they are disabled
- b) Whatever their ethnicity, culture, national origin or national status
- c) Whatever their gender and gender identity
- d) Whatever their religious and non-religious affiliation or faith background
- e) Whatever their sexual orientation
- f) Whatever their marital status
- g) Whether they are currently pregnant or have recently given birth
- h) Whatever their age

### 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:

- a) Disability – we understand that reasonable adjustments may need to be made
- b) Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- c) Religion and belief – we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with
- d) Ethnicity and race – we appreciate that all have different experiences as a result of our ethnic and racial backgrounds
- e) Age – we value the diversity in age of staff, parents and carers
- f) 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
- g) 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
- h) Pregnancy and maternity – we believe that our staff, parents and carers or students should not experience any unfair disadvantage as a result of pregnancy or having recently given birth (*NOTE: Secondary Schools should also include students within this section as this protected characteristic applies to students as well*)

### 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:

- a) positive attitudes and interaction between groups and communities different from each other
- b) 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/carers, through parent trustee representation and for staff, through staff trustee 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. This Appendix will be reviewed annually.

#### **9. We set ourselves specific and measurable equality objectives**

We develop and publish specific and measurable objectives annually. 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:

- a) The delivery of the school curriculum
- b) The teaching and learning within the school
- c) Our practice in relation to student progress, attainment and achievement
- d) Our teaching styles and strategies
- e) Our policies and practice in relation to admissions and attendance
- f) Our policies and practice in relation to staff
- g) Our care, guidance and support to students, their families and staff

- h) Our policies and practice in relation to student behaviour, discipline and exclusions
- i) Our partnership working with parents and carers
- j) 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 Board of Trustees are 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:

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

This policy was approved by the Board of Trustees and will be reviewed annually.

## 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).

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

- a) insert the types of activities you have undertaken, such as:
- b) focus groups
- c) parent questionnaires
- d) involvement of the student council
- e) staff survey
- f) contact with parents/carers representing students with particular protected characteristics
- g) contact with the local community and disability organisations

### Student-related data

This section should not be overly burdensome and the school should be able to access a large amount of data from Analysed School Performance online, already broken down by a number of protected characteristics (The DfE advise in their guidance that the SEN characteristic can be used as a rough proxy for disability but care needs to be taken with this approach). You may also want to include comparative analysis with national and local data. Depending on the circumstances of your school, you may also want to publish relevant additional data (e.g. in relation to forces children, Free School meals, students for whom English is an additional language etc.)

	NOR	PP%	Boys	Girls	WBRI	OOTh	MOTH	WOTH	BAFR	WROM	APKN	WIRI	MWAS	MWBC
Year 7	172	52 (30.2%)	23 (13.4%)	29 (16.9%)	150		2	4	2	1	1	1	1	
Year 8	177	51 (28.8%)	24 (13.5%)	27 (15.3%)	165		1	3					2	2
Year 9	177	56 (31.6%)	30 (16.9%)	26 (14.7%)	166			1	1				2	
Year 10	168	50 (29.8%)	24 (14.3%)	26 (15.5%)	147	1	4	7	1	1			2	
Year 11	137	38 (27.7%)	15 (10.9%)	23 (16.8%)	126		1	2	1	1		1	1	3

As at July 2023

Quantitative data you may wish to consider in this area includes:

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

Information	Evidence and commentary
Achievement by gender 2021-2022	A8 boys: 39.58 A8 girls: 47.79 P8 boys: -0.51 P8 girls: -0.31 EM5+ boys: 35% EM5+: 47%
Achievement by ethnic group 2021-2022	A8 White British (145 students): 43.1 A8 Gypsy/Roma (1 student): 0 A8 White and Asian (1 student): 61.5 A8 Any other White background (3 students): 52.5 A8 Any other Ethnic groups (1 student) 54.0 A8 White and Asian (1 student) 61.5 P8 White British (145 students): 0.48 P8 Gypsy/Roma (1 student): 0 P8 White and Asian (1 student): 2.44 P8 Any other White background (3 students): 0.03 P8 Any other Ethnic group (1) 0.52
Attendance by gender 2021-2022	<i>2.18% of girls have 100% attendance 2.3% of boys have 100% attendance</i>
Attendance by ethnic group 2021-2022	
Participation in the student council by ethnic group 2021-2022	<i>There are 140 students in total, 4 of which are non-white British.</i>
Participation in After School Clubs (July 2022)	<i>100% of Students attending after School club are not disabled. Over the course of the whole 97% who have attended extra-curricular activities are White British</i>

## Staff data

This section should not be overly burdensome and the school should be able to access a large amount of data from their payroll provider. Where schools use SAP, they can link to the following guidance to extract information currently held within the system. Where schools have gaps in their data, they are encouraged to undertake updating exercises using the monitoring form provided within the Manual of Personnel Practice (or following discussion with their HR provider if they do not use Education Personnel Services or have not adopted the Manual of Personnel Practice).

Where schools have less than 150 staff, the Board of Trustees will not be required to publish information in relation to their staff, but they may still choose to do so, provided it does not allow for individuals to be identified. Schools will still require the information on the characteristics of their workforce to enable them to consider the impact of their policies and practices on particular characteristics and to determine whether objectives need to be set in relation to the workforce.

*Quantitative data you may wish to consider in this area includes:*

- a) race, disability, gender, age distribution of the workforce
- b) rates of return to work of staff on maternity leave
- c) gender pay gap information
- d) data on recruitment by protected characteristic (e.g. at application, shortlisting and appointment stage)
- e) data on access to training by protected characteristic
- f) grievances and/or disciplinary matters by protected characteristic
- g) leavers by protected characteristic
- h) results of staff satisfaction surveys

Information	Evidence and commentary
Gender of workforce as at July 2023	69% of our workforce are female and 31% are male We have less men within our employment than the average of the total School workforce.
Race distribution of workforce as at July 2023	0% of our workforce are Black and 100% are white British. This is reflective of our local community.
Attendance at external training by gender in 2022-2023	Of Staff who have attended external training in this last year, 4 were female (31%) and 9 male (69%).
Leavers by gender in 2022-2023	15 staff left the School in the last year, 11 were female (73%) and 4 were male (27%). This is within norms and understandable given the gender representation in the workforce.
Sexual orientation	The School does not collect data regarding sexual orientation of staff and currently has no mechanism to engage with this group.

**As at July 2023**

## Other information

Schools may decide to gather information on other people who use their services, such as parents/carers, adult learners, hirers or School premises, trustees etc. A simple table could be used to present this information:

Information	Evidence and commentary
Trustee representation as at July 2023	4 (33.3%) Male, 8 (66.6%) Female – Total 12 (100%) British We have proportionately more men than women on the Board of Trustees in comparison with the staff group

### Qualitative information

Qualitative information that you may wish to consider publishing on your website includes:

- School policies (where they make a statement about prohibited conduct and the importance of avoiding discrimination)
- minutes of trustee 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.testwoodschool.co.uk](http://www.testwoodschool.co.uk). These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

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



We recognise that the public sector equality duty has three aims, to:

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- c) 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/carers and others in the following ways:

- a) parent questionnaires
- b) involvement of the school council
- c) staff survey
- d) contact with the local community (Royal British Legion, St Winfrid's, Youth & Families Matter)

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

Objective 1: To review and refresh our SMSC and PSHE provision for all year groups to ensure Equality and Diversity is a clear priority. This includes additional training for staff delivering the material and monitoring student engagement and learning outcomes.

Objective 2: To focus on improving the attendance, behaviour and academic outcomes of minority and disadvantaged students.

*NB The legislation only requires one objective to be set and this should be student related. The number of objectives set should be proportionate to the size and functions of the School.*

*Only where Schools have a large staff group is it likely to be necessary for the School to consider setting a staff or employment related objective. Schools should use the action plan on page 20 of the Public Sector Equality Duty Workbook to develop a strategy to achieve these objectives and this plan should be incorporated into the School Improvement Plan.*

*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.*