

# Equality Policy (including Equality Information and Objectives)

(Statutory)

Reviewed/Approved by Trustees' Full Board: 30 January 2020

**Review Cycle:** Every Four Years\*

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

**Review Date:** Spring Term 2024

## **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**

The Burgate School and Sixth Form is a larger than average sized, comprehensive, co-educational secondary school with just under 1000 students on roll, including approximately 230 in the Sixth Form. Most students (around 92.9%) are of White British heritage, with on average, 7.11% in each year group from Minority Ethnic Groups. The Proportion of students who speak English as an additional language is well below average (normally less than 2.89% of a year group cohort compared to the national average of around 15%). The proportion of disabled students and those who have special educational needs supported through SEN support is below the national average, with around 4.5% per year group having this level of SEN. The number of students supported by an EHCP or with a statement of special educational needs is also below national average, but this does vary year on year. The proportion of disadvantaged students for whom the school receives the pupil premium has increased recently. Around 6.7% of each year group is eligible for Free School Meals which is the biggest reason for pupil premium eligibility. A very small number of students are educated at a range of alternative provision providers. Overall, the school's ability profile is more able than the national average, with students joining the school with higher than average English and Maths KS2 test scores. The main school has a gender imbalance of 58.07% boys and 41.93% girls on roll, although this has been reducing recently. There is no gender imbalance in the Sixth Form.

## **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

### **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, students, 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 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 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 students, 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 students are recorded and dealt with appropriately.

### **Roles and responsibilities**

The board of trustees 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

## 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, 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

## Student-related data

Information	Evidence and commentary
Attainment levels in 2018-2019	All measures of Attainment exceed national benchmarks as follows: Grade 5 in English and Maths - 49% exceeding national benchmark of 42% Grade 4 in English and Maths - 83% exceeding national benchmark of 65% Attainment 8 - 52.3 exceeding national average of 46.87 Progress 8 – Girls +0.5 and Boys +0.0
Attainment in KS4 English – by gender and ethnicity in 2018-2019	95% of girls achieved L4+ in English 85% of boys achieved L4+ in English 89% of White British students achieved L4+ in English 100% of Black & Minority Ethnic students achieved L4+ in English
Attainment in KS4 Maths – by gender and ethnicity in 2018-2019	86% of girls achieved L4+ in Maths 89% of boys achieved L4+ in Maths 87% of White British students achieved L4+ in Maths 100% of Black & Minority Ethnic students achieved L4+ in Maths

Student progress in 2018-2019	<p>Whole School performance headlines 2019 Progress 8 +0.24. This places the School in the “Above Average” category for performance nationally. Sixth Form Value Added TBC A-Level Value Added TBC Applied General VA TBC.</p>
Attendance levels for Y7-13 in 2018-2019	<ul style="list-style-type: none"> <li>• Attendance for Y7-11 was 95.61%</li> <li>• Attendance for Y12-13 was 92.70%</li> <li>• Attendance (Main School) for boys was 95.65% and for girls was 95.57%</li> <li>• Attendance (Sixth Form) for boys was 93.03% and for girls was 92.31%</li> <li>• Pupil premium attendance (Main School) was 93.50%</li> <li>• Pupil premium attendance (Sixth Form) was 90.32%</li> <li>• Attendance for main school students with an EHCP was 96.01%</li> <li>• Attendance for sixth form students with an EHCP was 93.66%</li> </ul>
Exclusions, sanctions and rewards in 2018-2019	<p>100% of fixed period exclusions were given to male students. 0% of fixed period exclusions were given to female students. 15.38% of fixed period exclusions were given to students in receipt of FSM. (this represents one student handed 2 FTE) 15.38% of fixed period exclusions were given to students with SEN support. (this represents one student) No student given a fixed period exclusion was in receipt of an EHCP.</p> <p><b>Achievement Points</b> Main School Boys (average) 241.34 Main School Girls (average) 251.42 Disadvantaged (average) 280 Non Disadvantaged (average) 325.51 SEN (average) 352 Non SEN (average) 314.18</p>
Headteacher Awards by gender in 2018-2019	<p>Autumn Term - 60% girls and 40% boys Spring Term - 63% girls and 37% boys</p>

### Staff data

Information	Evidence and commentary
Gender of workforce as at September 2019	62.18% of our workforce are female and 37.82% are male.
Race distribution of workforce as at September 2019	White British 95.8% White Irish 0.84 White Other 3.36%
Starters by gender in 2018-2019	42 started employment at the school last year. 25 female and 17 male.
Leavers by gender in	51 left the school in the last year. 34 female and 17 male.

2018-2019	
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### Other information

Information	Evidence and commentary
Trustee representation as at September 2019	Current trustee representation is 50% males, 50% females. 0% of the board of trustees are Black and Minority Ethnic.
Volunteers as at September 2019	50% Female, 50% Male

### Qualitative information

The school has published various policies on the school's internet site (<http://www.burgate.hants.sch.uk/school-information/policies/>). 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:** January 2020

**Date for review and re-publication:** January 2021

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

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

**Objective 1 – September 2016 – September 2020:**

**To narrow the gap in attainment and progress between those students who are eligible for free school meals or have been eligible in the past 6 years and those who are not and have not been eligible for free school meals.**

Progress made between September 2016 and September 2019:

A narrowing of the progress gap:

Prior attainment and disadvantaged	P8 2016	P8 2017	P8 2018	P8 2019
Low (all)	-0.23	-0.01	-0.02	+0.90
Low (dis)	-1.19	-1.91	-0.20	+0.60
Middle (all)	-0.32	-0.11	0.58	+0.38
Middle (dis)	-1.02	-0.93	-0.06	+0.46
High (all)	-0.27	-0.12	0.17	+0.13
High (dis)	-1.01	0.15	-0.08	-0.4

**Objective 2 – September 2016 - September 2020:**

**To narrow the gap in attendance between those students who are eligible for free school meals or have been eligible in the past 6 years and those who are not and have not been eligible for free school meals.**

Progress made between September 2017 and September 2019:

A narrowing of the attendance gap:

	Attendance 2017/18		Attendance 2018/19		Attendance 2019/20	
	Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged
Main School	93.90%	96.12%	94.23%	96.78%	93.5%	95.6%



### **Objective 3 - September 2016 – September 2020:**

#### **To narrow the gap in achievement points awarded between non-disadvantaged and Disadvantaged students.**

Progress made between September 2018 and September 2019

A narrowing of the gap in achievement points:

- 2018/2019 Gap of 13 points per student

This gap has been shared with teaching and support staff. The gap does not have a strong correlation with behaviour/learner profile scores and therefore further closing of the gap in achievement points is expected.

*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.*