



## **Equality Information and Objectives**

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**Date of Policy:** Autumn 2018

**Committee:** Full Governors

**Next review due by:** Autumn 2020

**The School will ensure that the policy is applied fairly to all employees and does not have a negative impact in relation to the school's equality strands: race, sex, religion and belief, sexual orientation, age, disability, gender reassignment, marriage and civil partnership and pregnancy and maternity.**

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### 1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

Eliminate discrimination and other conduct that is prohibited by the Equality 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

### 2. Legislation and guidance

This document meets the requirements under the following legislation:

[The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination

[The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and articles of association.

### 3. Roles and responsibilities

The governing board will:

Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years

Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The Chair of Governors is the equality link governor. They will:

Meet with the designated member of staff for equality every year and other relevant staff members, to discuss any issues and how these are being addressed

Ensure they are familiar with all relevant legislation and the contents of this document

Attend appropriate equality and diversity training

Report back to the full governing board regarding any issues

The headteacher will:

Promote knowledge and understanding of the equality objectives amongst staff and pupils

Monitor success in achieving the objectives and report back to governors

The designated member of staff (AHT Equalities and Inclusion) will:

Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils

Meet with the equality link governor every year to raise and discuss any issues

Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

## **4. Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)

Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)

Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of curricula activities)

In fulfilling this aspect of the duty, the school will:

Share attainment data with governors each academic year showing how pupils with different characteristics are performing

Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information

Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## **6. Fostering good relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning, pupils will be introduced to literature from a range of cultures

Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute

Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community

Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## 7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

Cuts across any religious holidays

Is accessible to pupils with disabilities

Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

## 8. Equality objectives

**Objective 1:** All students to maximise their potential in examination results (GCSE and A Level) each year. Success will be measured by individual student performance in public examinations and the school closing any gaps in attainment and progress between groups in the school, particularly disadvantaged and vulnerable students.

To achieve this objective we will analyse public examinations and internal assessments and the DHT (Outcomes) will implement improvement plans to close any gaps.

This equality objective will be monitored and reviewed by the Curriculum and Standards Committee.

**Objective 2:** To sustain outstanding attendance i.e. at least 95% overall with persistent absence of no more than 10%. To ensure that no particular group or key stage in the school is over-represented in the absence or persistent absence statistics thereby ensuring that all students have access to the curriculum. This will be measured by analysis of attendance data.

To achieve this objective we will rigorously analyse student attendance and the AHT (Pastoral) will liaise with the attendance officer and EWO to plan and implement personalised interventions.

This equality objective will be monitored and reviewed by the Staffing and Students Committee.

**Objective 3:** To sustain outstanding personal development, welfare and behaviour at all key stages by ensuring that no particular group is over-represented in exclusion figures for fixed term or permanent exclusions.

To achieve this objective we will analyse all behaviour data and exclusion statistics and the AHT (Pastoral) will liaise with the pastoral team and Brent Inclusion Services to implement interventions.

This equality objective will be monitored and reviewed by the Staffing and Students Committee.

**Objective 4:** All new buildings, refurbishments and facilities will be planned to take account of the needs of all users in respect of equality of access.

To achieve this objective we will ensure that all new buildings and refurbishments will be compliant with legislation and will allow equality of access.

This equality objective will be monitored and reviewed by the Finance and Premises Committee.

## **9. Monitoring arrangements**

The headteacher will update the equality information we publish at least every year.

This document will be reviewed by the governing board at least every 4 years.

This document will be approved by governing board.

## **10. Links with other policies**

This document links to the following policies:

Accessibility plan

Risk assessment

## Appendix I: Information about the pupil population (Autumn 2019)

Number of Students on roll at the school: **1657**

### 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.

#### Special Needs and Disability (SEND)

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 Educational Needs: 206

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

- Hearing impairment
- Autistic spectrum
- ADHD
- Moderate Learning Difficulties

<b>Pupil Special Educational Needs (SEND) Provision</b>		
	<b>Number of Students</b>	<b>Percentage (%) of school population</b>
No Special Education Need	1451	87.6
SEN Support	183	11
Education, Health and Care Plan	23	1.4

### Ethnicity and Race

	Boys	Girls	Total		Boys	Girls	Total
<b>Asian or Asian British</b>				<b>Mixed</b>			
Bangladeshi	6	5	11	Other mixed heritage	10	14	24
Indian heritage	408	331	739	White & Asian	9	2	11
Other Asian heritage	90	56	146	White & Black African	4	1	5
Pakistani heritage	41	39	80	White Black Caribbean	10	7	17

<b>Black or Black British</b>				<b>Any other ethnic group</b>	69	61	130
Ghanaian heritage	5	8	13				
Nigerian heritage	1	3	4	British heritage	16	4	20
Somali heritage	104	145	249	Irish heritage	2	0	2
Caribbean heritage	46	48	94	White other	46	35	81
Other Black heritage	9	5	14	Gypsy/Roma	1	0	1
Chinese	1	1	2	Traveller or Irish heritage	0	0	0

<b>Information withheld</b>	13	<b>Information not yet obtained</b>	1
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<b>Gender</b>	
Male	770
Female	887

<b>Pregnancy and Maternity</b>	
Number of students	
Students who are pregnant	0
Students who have recently given birth	0

The school is aware of the particular challenges and barriers faced by pregnant students and young mothers. Consequently the school will provide sensitive and appropriate support to any student who is pregnant or who has recently had a baby.

<b>Religion and Belief</b>			
Buddhist	11	Sikh	4
Christian	228	No Religion	67
Hindu	783	Other Religion	11
Jewish	0	Unknown	0
Muslim	555		

## Appendix I: Information about the staff population (Autumn 2019)

As of 1 September 2019, the school employs 193 staff. Our staff are employed in the following main groups:

- Teaching staff
- Administrative and other related posts
- Support staff

### Age

	Under 21	21-30	31-40	41-50	51-60	61-70	71-79	Over 80
Number	5	52	54	39	29	11	3	
%	2.4	27	28	20	15	6	1.6	

### Disability

Disabled	0
Not given / Unknown	193

### Ethnicity and race

	Number	% of staff		Number	% of staff
Asian/Asian British/Indian/ Pakistani/other	53	27.4	Any other ethnic group	7	3.6
Black/ Black British/African/ Caribbean/other	16	8.3	White/British/Irish/ other	44	22.7
			Prefer not to say	1	0.5
			Not Obtained	72	37.3

### Gender

	% of all staff
Female	68.4
Male	31.6



## **Gender Reassignment**

Data on the gender identity of our employees is not currently recorded.

## **Religion and belief**

Data on religious or other beliefs of our employees is not currently recorded.

## **Sexual orientation**

We do not currently collect data on the sexual orientation of our employees.