



Equality Information and Objectives

Aspire | **Commit** | **Succeed**

Date of Policy: Autumn 2020

Committee: Full Governors

Next review due by: Autumn 2022

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 (July 2021)

Number of Students on roll at the school: **1740**

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: 285

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

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

Pupil Special Educational Needs (SEND) Provision		
	Number of Students	Percentage (%) of school population
No Special Education Need	1545	88.8
SEN Support	172	9.9
Education, Health and Care Plan	23	1.3

Gender

Gender	
Male	909
Female	831

Ethnicity and Race

	Boys	Girls	Total		Boys	Girls	Total
Asian or Asian British				Mixed			
Bangladeshi	5	5	10	Other mixed heritage	11	13	24
Indian heritage	429	391	820	White & Asian	9	4	13
Other Asian heritage	102	84	186	White & Black African	3	3	6
Pakistani heritage	42	33	75	White & Black Caribbean	12	7	19
Black or Black British				Any other ethnic group	44	32	76
Ghanaian heritage	3	8	11				
Nigerian heritage	1	5	6	British heritage	13	6	19
Somali heritage	101	124	225	Irish heritage	0	0	0
Caribbean heritage	52	47	99	White other	40	32	72
Other Black heritage	14	12	26	Gypsy/Roma	0	1	1
Chinese	1	1	2	Traveller or Irish heritage	0	0	0
Information withheld	0		Information not yet obtained				2

Pregnancy and Maternity	
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

Religion and Beliefs			
Buddhist	11	No Religion	44
Christian	246	Other Religion	12
Hindu	847	Refused	24
Jewish	3	Sikh	4
Muslim	549		

Appendix 2: Information about the staff population (Autumn 2020)

As of 1 September 2018, Alperton Community School employed 203 staff. Our staff are employed in the following main groups:

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

Age

	Under 21	21-30	31-40	41-50	51-60	61-70	71-79	80 - 89
Number	3	45	55	40	28	15	3	1
%	1.5	24	29	21	14.7	7.8	1.5	0.5

Disability

Disabled	0
Not given / Unknown	190

Ethnicity and Race

	Number	% of staff		Number	% of staff
Asian/Asian British/Indian/ Pakistani/other	46	24.3	Any other ethnic group	6	3.92
Black/ Black British/African/ Caribbean/other	17	8.9	White/British/Irish/ o ther	42	22.1
Mixed	1	0.5	Prefer not to say	2	1
			Not stated	76	40

Gender

	Number	% of all staff
Female	135	71
Male	55	29

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.