

Presdales School



Title	EQUALITY AND DIVERSITY POLICY
Version	September 2016
Author/Title	Sandra Inwood, Assistant Headteacher Teaching and Learning/Pastoral Manager KS4
Committee Responsible	Achievement & Curriculum Committee
Governor Link	-
Date approved by Committee	
Date approved by Full Governing Body	
Review Date	Autumn 2017 and thereafter annually

Enquiries & comments

Any enquiries and comments about this publication may be made to:

Telephone: 01920 462210 / **Email:** admin@presdales.herts.sch.uk

Address: Hoe Lane, Ware, Hertfordshire SG12 9NX

Presdales School

Equality and Diversity Policy 2016

1. OUR VISION

At Presdales School we are committed to promoting equality and tackling discrimination providing equality of opportunity for all members of the school community whatever their age; disability; gender (including gender reassignments); marriage and civil partner status; pregnancy, maternity or paternity, having or not having dependants; race; religion or belief; sexual orientation or background.

Our school is committed to furthering the aims of the Public Sector Equality Duty by:

- Doing our best to ensure that everyone is treated fairly and with respect.
- Ensuring Presdales is a safe, secure and stimulating place for everyone.
- Recognising that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- Providing extra support to some pupils to help them to achieve and be successful.
- Increasing the extent to which disabled pupils can participate in the curriculum.
- Involving people from different groups in our decisions.

For our pupils

We welcome the general principles of the United Nations Convention on the Rights of the Child (UNCRC) and accordingly have regard in particular for the needs of children and young people who are disadvantaged and vulnerable, and their parents and carers.

We welcome the emphasis in the Ofsted framework on the importance of narrowing gaps in achievement which affect, amongst others:

- Pupils from certain cultural and ethnic backgrounds
- Pupils who belong to lower-income households;
- Pupils who are disabled and
- Pupils who have special educational needs.

For our staff

We comply fully with legislation which protects all staff from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. With regard to disability, we make such reasonable adjustments as are necessary. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices and disciplinary procedures.

We will promote a positive and inclusive culture and act on any incidents of harassment and discrimination to ensure the safety and well-being of our staff.

2. 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.
- A member of the governing body has a watching brief regarding the implementation of this policy.
- The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination.
- A senior member of staff has specific responsibility for updating the equality data on an annual basis each autumn, after the school census.

All staff are expected to:

- Promote an ethos in their classroom which is both inclusive and collaborative, whilst embracing differences of opinion.
- Deal with any prejudice-related incidents that may occur.
- Plan and deliver the curriculum and lessons that reflect the principles set out here.
- Support pupils in their class for whom English is an additional language.
- Keep up-to-date with equalities relevant to their work.

The Specific Duty requires the school to:

- Publish annual equality data to demonstrate compliance with the Public Sector Equality Duty set out in clause 149 of the Equality Act 2010.
- Set one or more equality objectives every four years. (Please see section 4).

3. THE DIVERSITY OF OUR SCHOOL as at October 2016

1. Age

Students:

The school roll includes students from age 11 (Year 7) to age 19 (Year 14).

Staff:

The age profile of the staff is shown below:

Age Range	Number of Teaching Staff	Number of Support Staff
> 20	0	0
21 - 30	16	1
31 - 40	36	2
41 - 50	29	21
51 - 60	17	27
61 - 70	17	15
71+		3

2. Disability

Students:

- The student body includes:
 - Year 7: 1 student with Autistic Spectrum Disorder (ASD)
 - Year 8: 0 students
 - Year 9: 2 students with ASD, 2 students with hearing impairment
 - Year 10: 2 students with ASD
 - Year 11: 1 student with hearing impairment, 1 student with cerebral palsy
 - Year 12: 1 student with hearing impairment
 - Year 13: 2 students with hearing impairment
- The school is additionally resourced for students with physical disabilities and ASD.
- The school has partial wheelchair access (ground floor).
- The curriculum and extra-curricular activities are accessible to all students with disabilities as appropriate.
- Achievement: The progress of students with disabilities is above the national average.

Staff:

There are currently no members of staff with a disability.

3. Gender Reassignment

Students and Staff:

No data is collected or held by the school about gender reassignments in the student or staff population, unless specifically requested by the individual concerned.

4. Sexual Orientation

Students and Staff:

No data is collected or held by the school about the sexual orientation of students or staff, unless specifically requested by the individual concerned.

5. Race

Students:

The ethnic breakdown of the student body is shown below

White/White British	92%
Asian/Asian British	3%
Black/Black British	3%
Other	2%

- We have 35 students who have English as an additional language and eight community languages are spoken by students.
- Achievement: the progress of all groups is above the national average.

Staff:

The ethnic breakdown of staff is shown below:

	Teaching Staff	Support Staff
White/White British	98%	97%
Asian/Asian British	2%	3%
Black/Black British	0	0
Other	0	0

6. Religion or Belief

Students:

- The student body includes members of a range of religions and none. The school collects and holds this information when it is supplied by parents/carers on admission (optional).

Staff:

- The staff includes members of a range of religions and none. The school does not routinely collect or hold this information, unless specifically requested to do so by a member of staff.
- The school's absence policy allows time off with pay for major religious observance days.

7. Sex

Students:

The school has 100% girls in Years 7 – 11 and 8% male students in the sixth form.

Achievement: The progress and attainment of girls is above the national average.

Staff:

- The teaching staff is 84% female and 16% male.
- The support staff is 87% female and 13% male.

8. Marriage and Civil Partnership

Students:

- No data is collected or held by the school about parents'/carers' marital status, apart from the titles and names given for home contacts and information about whether letters home and reports are to be sent to two addresses, unless specifically requested by the individual concerned.

Staff:

- No data is collected or held by the school about the marital status of members of staff, apart from the titles and names given on application forms and emergency contacts, unless specifically requested by the individual concerned.
- The school's absence policy allows time off with pay for marriages and civil partnerships.

9. Pregnancy, Maternity and Paternity

Students:

- The school works to support continuity of education for pregnant students.

Staff:

- The school operates the council's policies for maternity leave, paternity leave and flexible working (reduced hours). In the past year 9 members of staff have taken maternity leave, 1 member of staff has taken paternity leave and 2 members of staff have requested flexible working (reduced hours) of which 2 were granted.

10. Free School Meals

Students:

- As at September 2016, 2.8% of students are eligible for free school meals and in Years 7-11 11% of students are eligible for support from the Pupil Premium Grant as disadvantaged students.
- Achievement: In 2016 the average attainment 8 score of students eligible for Free School Meals (FSM) was 7.05 (where as the average for other students score was 6.08). For Ever 6 students the average score was 4.94 (where as the average for other students score was 6.18).

- The school has a hardship fund which is used to provide support for families requesting help with trip finance and the Music Service is able to offer remission of fees for students whose families are in receipt of specific benefits. The Pupil Premium Grant is regularly used to enable eligible students to participate in educational trips and visits.

11. Looked After Children

Students:

- There are currently 3 Looked After Children (CLA) on roll.
- Achievement: No CLA students were in Year 11 last year.

12. Equal Opportunity Incidents

The school records and acts upon all incidents which contravene its Equal Opportunities Policy.

4. EQUALITY OBJECTIVES 2012-2016

In 2012, the following four objectives were set:

1. To ensure that the delivery of the curriculum effectively supports the needs of all students with Special Educational Needs or Disabilities and those entitled to Free School Meals so that the gap between their attainment and that of other students is substantially narrowed.
2. To improve the school's understanding of the Equality Act's protected characteristics and young carers and how they can contribute to differing educational outcomes for pupils.
3. To look for opportunities to promote Presdales as an inclusive school which welcomes pupils, staff and parents from all backgrounds.
4. To ensure a workforce that has a supportive and inclusive working environment where diversity is celebrated and the workforce profile better reflects as best it can the wider community.

The specific tasks set initially as steps towards these objectives have been completed. Further work continues as outlined below.

Towards Objective 1:

- Review the effectiveness of monitoring and intervention programmes put in place. Target date September 2016.
- 2016 examination data and 2015-16 tracking data is being analysed for vulnerable students and appropriate interventions put in place. For further evidence please see GCSE tracking report overview.
- For SEN(d) students this is ongoing and the new assessment system started in 2016 will enable the school to analyse KS3-5 data and put in interventions where appropriate.
- A KS4-5 whole school intervention programme is currently being developed which will incorporate all groups of students.

Achieved

Towards Objective 2:

- Review the effectiveness of the school's provision for young carers. Target date September 2016.
- A centralised record of young carers is kept and is annually updated. All pastoral staff are equipped to access individualised support.

Achieved

Towards Objective 3:

- Consider how the promotion of the school conducted by staff through social media networks conveys a consistent message about the school's approach to equality and diversity. Target date May 2016.
- When promoting the school across all areas of social media staff are proactive in ensuring that equality and diversity is promoted e.g. on the school website and in the prospectus.

Achieved

Towards Objective 4:

- Review the changes made following both the initial staff survey and the subsequent interim review conducted by Governors. Target date September 2016.
- Question 1: Successful implementation of the Performance Management System for support staff.
- Performance management systems are in place for support staff.
- Question 2: Improved communication and dialogue across the school.
- Email is used as the primary method of communication with staff and the bulletin and minutes from briefing are circulated electronically.
- Question 3: Improved visibility and availability of SLT.
- The staff suggestions book is available in the staff room for all to use
- The SLT rota is in place and emailed out to all staff and members of SLT have designated duty days, the number of members of SLT has been increased to 7.
- Question 4: Improved opportunities for Continuing Professional Development.
- Teaching and support staff are able to attend external courses to support them in their role, in-house training is also available and a Professional Development Programme is offered in twilight training sessions.

Achieved

Alongside this continuing work, this year, the school is reviewing its overall progress and ensuring the spirit of these objectives is embedded in the life of the school. In the light of this review and other factors, the SLT and Governing Board will present new objectives in November 2016.

New Objectives:

- To review the range of diversity of applicants for posts at Presdales in all positions.
Target Date: TBC
- To review behaviour and attainment data of student by ethnic background.
Target Date: TBC