

Theale Green School

Equality information and objectives

Annual Report 2017/18

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Our school commitment

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct 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** between people who share a protected characteristic and people who do not share it.

At Theale Green School:

- We try to ensure that everyone is treated fairly and respectfully
- We want to make sure that our school is a safe and secure place for everyone
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them the same
- We aim to make sure that no-one experiences less favourable treatment or discrimination because of:
 - Their age
 - A disability
 - Their ethnicity, colour or national origin
 - Their gender
 - Their gender identity (they have reassigned or plan to reassign their gender)
 - Their marital or civil partnership status
 - Their being pregnant or having recently had a baby
 - Their religion or belief
 - Their sexual identity and orientation.
- We recognise that some pupils need extra support to help them to achieve and be successful
- We try to make sure that people from different groups are consulted and are involved in our decisions, especially pupils, parents and those of us who can be treated less favourably.

We welcome our duties

- To promote community cohesion (under the Education and Inspections Act 2006)
- To eliminate discrimination, advance equality of opportunity and foster good relations (under the Equality Act 2010)

We also welcome the emphasis of Ofsted inspections on the importance of accelerating the progress of pupils from groups who are underachieving.

As part of this we will:

- Publish information every year about our school population
- Outline how we have due regard for equality and how we promote community cohesion
- Publish equality objectives to show how we plan to tackle particular inequalities and improve what we do

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Part 1: Information about the pupil population

Number of pupils on roll at the school: 560

Information on pupils 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.

Disability

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 pupils with disabilities: 29

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

- Learning disability
- Autism
- Hearing impairment

Ethnicity

| Main Categories | Boys | Girls | TOTAL |
|------------------------------|-------------|--------------|--------------|
| Albanian | 0 | 1 | 1 |
| Any Other Asian Background | 0 | 1 | 1 |
| Any Other Black Background | 2 | 1 | 3 |
| Any Other Mixed Ethnicity | 3 | 3 | 6 |
| Bangladeshi | 4 | 3 | 7 |
| Black Sierra Leonian | 1 | 0 | 1 |
| Black Caribbean | 0 | 4 | 4 |
| Chinese | 0 | 3 | 3 |
| Filipino | 2 | 0 | 2 |
| Indian | 2 | 0 | 2 |
| Italian | 0 | 1 | 1 |
| Latin/South/Central American | 1 | 0 | 1 |
| Other Black African | 2 | 1 | 3 |
| Pakistani | 1 | 3 | 4 |
| Refused | 1 | 2 | 3 |
| White British | 247 | 235 | 482 |
| White Irish | 0 | 2 | 2 |
| White & Asian | 3 | 3 | 6 |
| White & Black African | 2 | 0 | 2 |
| White & Black Caribbean | 3 | 8 | 11 |
| White Eastern European | 1 | 0 | 1 |
| White Other | 5 | 7 | 12 |
| White Western European | 0 | 3 | 3 |
| | 279 | 281 | 560 |

Religion and belief

| | | | |
|-----------|-----|----------------|-----|
| Buddhist | 2 | No religion | 206 |
| Christian | 296 | Other religion | 9 |
| Hindu | 1 | Unknown | 32 |
| Jewish | 2 | Refused | 2 |
| Muslim | 10 | | |

Pregnancy and maternity

| | Number of pupils |
|--------------------------------------|------------------|
| Pupils who are pregnant | 0 |
| Pupils who have recently given birth | 0 |

Sensitive information on some pupils with protected characteristics

Some information in relationship to protected characteristics we regard as sensitive. It is not appropriate for us to collect information from pupils in relation to some protected characteristics, such as gender identity and sexual orientation.

However, as a school we are aware that there may be a number of equality issues for gay, lesbian and bisexual pupils, as well as those who are undergoing or who have undergone a reassignment of their gender.

Gender Reassignment and Sexual Orientation

We are aware from research and engagement that a number of our students may be coping with gender reassignment and that approximately 2% will have gay or lesbian sexual orientation. (ONS 2016)

We ensure that confidential advice is available to students facing such issues and that they know how to access this. Members of the pastoral staff are also alerted to the opportunity to refer students for support.

Information on other groups of pupils

Ofsted inspections of schools will look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Pupils from low income households

| Year Group | Total Number on Roll | Number of Pupil Premium Students (including FSM6) | Boy Girl Split | Number of FSM students | Percentage of Students in Year Group who are PP (rounded) |
|---------------|----------------------|---|----------------|------------------------|---|
| 7 | 74 M31 F43 | 18 | F11 M7 | 7 | 24% |
| 8 | 70 M33 F37 | 17 | F7 M9 | 9 | 25% |
| 9 | 89 M41 F46 | 27 | F6 M11 | 9 | 30% |
| 10 | 100 M56 F44 | 16 | F5 M11 | 5 | 16% |
| 11 | 117 M56 F61 | 30 | F16 M14 | 11 | 26% |
| TOTALS | 560 | 108 | F53 M55 | 41 | |

Pupil with Special Educational Needs (SEN)

| Year | Statement /EHC (S or E code) | SENS (K code) | Monitoring (C code) | ASD Resource (S or E code) | Total SEND |
|-------|------------------------------|---------------|---------------------|----------------------------|------------|
| 7 | 0 | 12 | 0 | 1 | 13 |
| 8 | 1 | 13 | 1 | 1 | 16 |
| 9 | 2 | 6 | 0 | 4 | 12 |
| 10 | 1 | 9 | 1 | 4 | 15 |
| 11 | 1 | 9 | 1 | 2 | 13 |
| 12 | 0 | 3 | 2 | 0 | 5 |
| 13 | 0 | 0 | 3 | 2 | 5 |
| Total | 5 | 55 | 7 | 12 | 79 |

Pupil with English as an additional language (EAL)

| | Boys | Girls | Total | Percentage of school population |
|--|------|-------|-------|---------------------------------|
| Number of pupils who speak English as an additional language | 15 | 9 | 24 | 04.45% |
| Number of pupils who are at an early stage of English language acquisition | - | - | - | - |

| | Boys | Girls | Total | Percentage of school population |
|-------------------------|------|-------|-------|---------------------------------|
| Looked after children | 3 | 1 | 4 | 0.89% |
| Young carers | 0 | 0 | 0 | - |
| Other vulnerable groups | - | - | - | - |

Part 3: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do in the school.

We are committed to working for the equality of all our pupils and staff. To meet our duty to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation and other conduct towards pupils with protected characteristics prohibited by the Act we have the following in place:

- Record-keeping linked to protected characteristics
- Related policies, such as anti-bullying, behaviour, equality, pay and conditions, staff recruitment
- Admission arrangements
- Monitoring exclusions
- Recording and tackling incidents of harassment
- Relevant staff and governor training or meetings
- Complaints procedure
- Non-discriminatory employment practice
- Staff and pupil codes of conduct

Disability

Summary information:

Students with statements of special educational needs, including those in the ASDU make good progress in line with or better than students generally. Other SEND students make progress below that of non-SEND students and the school is working to close this gap. A recent SEND review identified many actions which have been formulated into an action plan. Students are supportive of those with disabilities including members of the ASDU.

We are committed to working for the equality of people with and without disabilities. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

Progress of students is tracked at individual level using SISRA and the progress of vulnerable groups is monitored. The school Deputy line manages our SEND and ASD department and seeks to ensure that no student is disadvantaged as a result of disability or any protected characteristic.

A senior member of staff is responsible for ensuring equality of opportunity for members of staff and for making any reasonable adjustments to support members of staff with

disabilities.

The policy on equality lays down procedures for evaluating the impact of all policies on equality.

Foster good relations and community cohesion by:

The school fosters strong community links through a range of outreach activities has a community cohesion plan that identifies the contribution to community cohesion at school, local and global level and sets out the priorities for development.

What has been the impact of our activities? What do we plan to do next?

The school's promotion of equality and its contribution to community cohesion are good. A key area of focus for the school has been to achieve level one Rights Respecting School status (RRSA).

We will focus on moving towards the Gold Award in the Summer term 2018.

Ethnicity and race (including EAL learners)

Summary information:

The school promotes the celebration of ethnic diversity through events such as the Black History Show. The equality policy sets out clear procedures for dealing with and recording racist incidents. Students and parents tell us that the school provides an environment that encourages them to take pride in their ethnic origins and there is evidence that parents make a positive decision to send their children to the school as a result of this.

We are committed to working for the equality of all ethnic groups. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

The school monitors the progress of students by ethnicity and takes appropriate action to address underachievement. Parents are closely involved in the support of their children with regard to progress, achievement, attendance and behaviour.

Students have numerous opportunities to engage in roles which enable them to make a contribution through such roles as; Head Team, Prefects, Buddies, Mentoring, School Council, Sports Captain and Sports Ambassador and so on.

The school actively encourages job applications from candidates from a diversity of ethnic backgrounds.

Foster good relations and community cohesion by:

The school fosters strong community links through a range of outreach activities has a community cohesion plan that identifies the contribution to community cohesion at school, local and global level and sets out the priorities for development.

What has been the impact of our activities? What do we plan to do next?

The school's contribution to community cohesion and SMSC is good. We will build on these links further through a wide range of outreach.

Gender and Sexuality

Summary information:

The school achieves good gender equality in the recruitment and care of employees. Analyses of student progress and achievement identify any issues of gender based underachievement and these are addressed as a priority in school improvement planning

At present we are seeking to reduce the gap between boys' and girls' achievement.

We are committed to working for the equality of women and men. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

The school monitors the progress of girls and boys in order to address any gender-based issues of underachievement.

The school provides counselling and support for students facing issues of gender or sexual identity.

It also adopts a gender free approach to recruitment and supports the rights of all employees to parental leave and gives sympathetic consideration to requests for flexible working.

What has been the impact of our activities? What do we plan to do next?

The school achieves good practice on gender equality in relation to students and staff. We are working to reduce the attainment gap between boys and girls in maths and science, and in the achievement of middle ability students overall.

Students with gender or sexuality issues report that they receive good support from the

school's student mentor.

Pregnancy and maternity

Summary information:

The school provides a programme of sex education that promotes safe sex within a loving relationship. We have the capacity to support students who are pregnant to remain in education through reduced progress of study.

We understand that pupils who are pregnant or who have recently had a baby can experience discrimination and barriers to accessing education. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

The school works with students who are pregnant or have recently had a baby to reduce barriers to staying in education. Support is provided by the pastoral team and by referral to West Berkshire support services.

What has been the impact of our activities? What do we plan to do next?

Teenage pregnancy is in line with local averages and is reducing. The school is working to maintain good access to advice and guidance in spite of financial cuts in health services.

Religion and belief

Summary information:

The school recognises the Christian heritage of the majority of our students and the importance of a spiritual dimension in the lives of all students irrespective of faith. We also recognise and wish to support students who actively follow other faiths and celebrate the cultural heritage associated with this.

We are committed to working for the equality for people based on their religion, belief and non-belief. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

Spiritual support is provided for all students in the case of major life events such as bereavement and we work closely with local clergy and other agencies to provide this. Students are supported in taking holiday from school to celebrate major religious festivals and arrangements are made to support Muslim students during Ramadan. The teaching of RE, ethics and philosophy is a strength of the school.

What has been the impact of our activities? What do we plan to do next?

SMSC is good and students and parents report strong spiritual support at times of crisis. We ensure that students have the opportunity to contribute their own ideas at times of crisis to enable them to be mutually supportive of each other. Student Voice with regard to SMSC to further develop our support.

Age (in relation to staff only)

Summary information and data:

The school does not take age into account in recruiting or retaining members of staff.

We are committed to working for the equality for people based on their religion, belief and non-belief. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Eliminate unlawful discrimination by:

Ensuring that the age of candidates is not generally taken into account during the selection process – neither at the first sift stage nor in the later interview process

What has been the impact of our activities? What do we plan to do next?

The age profile of staff would appear to be in line with the profile of school staff nationally. As a consequence the school has no plans to change its staff selection procedures. This will be regularly reviewed to ensure compliance.

Marriage and civil partnership (in relation to staff only)

Summary information and data:

We do not collect data with regard to marriage and civil partnership.

Eliminate unlawful discrimination by:

Selection criteria for posts does not include reference to the marriage or civil partnership status of candidates. This is not taken into account during the selection process and interviewers are precluded from asking questions about this during the interview process.

What has been the impact of our activities? What do we plan to do next?

The marriage and civil partnership profile of staff we believe to be in line with national norms. There are no plans to change the recruitment process. This will be regularly reviewed to ensure compliance.

Part 6: Our equality objectives

The Equality Act 2010 requires us to publish one or more specific and measurable equality objective. We aim to address areas where we need to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

Equality objective 1:

The school is aware of the possibility that gender could influence decisions about the appointment of staff at all levels. To this end, the school will annually analyse appointment statistics to ensure that gender has played no part in decisions about staff appointments with the key in each case being the quality of successful candidates.

Progress we are making on this objective:

This is programmed into the review cycle for 2018-19.

Equality objective 2:

The school attempts to ensure that appropriate models for students are apparent in the gender of staff teaching the range of subjects across the curriculum

Progress we are making on this objective:

The school is aware of the possible influences that gender bias of staff may have on the attitudes of students. To this end it continues to monitor the gender balance of staff within each area and attempts to ensure there is an appropriate balance.

Equality objective 3:

Ages of candidates are not taken into account during the sifting process nor the appointment process when making decisions about who to appoint to specific posts unless it is clear that gender or age are a relevant success criteria e.g. girls PE

Progress we are making on this objective:

The analysis of data related to the current staffing profile provides a picture of staff ages that is normal in relation to the national profile of school staff.

Equality objective 4:

The school attempts to continue to allow all students from the community to attend regardless of age, creed, gender or disability – unless it is clear that the school is unable to meet their specific educational needs. If this is the case we continue to work with parents and other agencies to ensure their needs can be met in another setting.

Progress we are making on this objective:

No student has been refused access to the school on the basis of the categories stated. Where it is clear that the school has difficulty in meeting the educational needs of a student it has ensured where it is practicable to do so that they have additional support to enable them to stay at the school or where this is not the case that their needs are met in another setting. No students have been excluded from the school as a result of the school being unable to meet their educational needs.

APPENDIX – Employer’s supplement (for schools with over 150 staff)

Part A: Information about the staff demographics

Number of staff employed by the school: **172 (including casual and part time or temporary staff)**

Information on staff by protected characteristics

| | | | |
|------------|---------------------------------|-----|--|
| Ethnicity | Any other ethnic: | 0 | |
| | Asian: | 1 | |
| | Black: | 0 | |
| | Chinese: | 1 | |
| | Mixed: | 0 | |
| | White any other: | 4 | |
| | White British: | 132 | |
| | White Irish: | 0 | |
| | Did not wish to be recorded: | 4 | |
| Disability | (Recorded as having disability) | 3 | |
| Gender | F: | 105 | |
| | M: | 36 | |
| Age | 15-24: | 3 | |
| | 25-34: | 23 | |
| | 35-44: | 43 | |
| | 45-54: | 35 | |
| | 55-64: | 28 | |
| | 65+: | 9 | |
| Religion | (if gathered) n/a | | |

| Pregnancy and maternity | |
|---|------------------------|
| | Number of staff |
| Staff who are pregnant | 0 |
| Staff on maternity leave | 4 (+1 adoption) |
| Return to full-time work post maternity leave over the last year (as % of total reaching end of maternity leave over last year) | 0 |
| Flexible working post maternity leave over the last year (as % of total reaching end of maternity leave over last year) | 2 |
| Left post maternity leave over the last year (as % of total reaching end of maternity leave over last year) | 0 |

Sensitive information on some staff with protected characteristics

We currently do not collect information from employees in relation to some protected characteristics, such as gender identity and sexual orientation.

However we are aware that there may be equality issues for gay, lesbian and bisexual staff, as well as those who are undergoing or who have undergone a reassignment of their gender.

Gender Reassignment

We are aware from research and engagement that a number of our staff members may be coping with gender reassignment issues.

We ensure that confidential advice is available to members of staff facing such issues and that they know how to access this. Members of the leadership team in particular are also alerted to the opportunity to refer staff members for confidential support, counselling or advice.

Sexual orientation

We are aware from research and engagement that: up to 10% of members of staff may have gay or lesbian sexual orientation in that we believe the workforce profile reflects the national norm.

We ensure that confidential advice is available to members of staff facing such issues and that they know how to access this. Members of the leadership team in particular are also alerted to the opportunity to refer staff members for confidential support, counselling or advice should this be sought.

Part B: Further Equality information

Information about recruitment, retention, training, performance assessment, promotion, disciplinaries, redundancy and leavers

There is no evidence of issues in these areas.

Gender pay gap information.

There is no evidence that any member of staff suffers pay constraint as a result of their gender. All staff are equally treated and are covered by the school pay policy that identifies the rate of pay for each job – regardless of gender.

Grievances, including reported incidences of harassment

0

Other organisations and groups we have worked with to increase equality of opportunity

Where it is apparent that a member of staff has a particular disability the school has sought advice from West Berkshire HR department and specialist advisory groups e.g. Access to Work in order to ensure their needs are met fully

What staff have said about equality issues

No staff have reported any equality related concerns.

Policies and programmes put in place to address equality concerns raised by staff and trade unions

Resulting from HR and Union advice, the school ensures it accesses appropriate advice for specific members of staff at risk of being unable to undertake their contractual roles due to disability so ensuring they are not discriminated against in the work place.