

# The Grange School

## Report of the Equalities & Diversity Governor

### [May 2018]

The equality duty requires schools to:

- 1 eliminate discrimination, harassment and victimisation
- 2 advance equality of opportunity; [L  
SEP]
- 3 foster good relations across all characteristics. [L  
SEP]

In addition, schools have two specific equalities duties:

- 1 To publish information to show how they are complying with the Equality Duty annually
- 2 To set and publish Equality Objectives at least every four years. [L  
SEP]

The Governing Board is responsible for ensuring that:

1. the school complies with all equalities legislation
2. the school's Equalities and Cohesion Policy is maintained and updated regularly
3. procedures and strategies related to the policy are implemented.
4. a governor responsible for Equalities and Cohesion is appointed

#### **POLICIES**

The Equality and Cohesion policy will be formally reviewed every 3 years.

Last review date:	May 2016
Next review date:	May 2019

All policies operating in the school take account of equality and diversity.

#### **REPORTING**

The Public Sector Equality Duty Report, how the school is discharging and meeting its responsibilities, is reported annually and posted on the school website.

#### **EQUALITY OBJECTIVES**

The Equality objectives in our School Development Plan for 2017-2018 are:

1. To close the gap in exclusions between Pupil Premium students and non-Pupil Premium students and SEN students and non-SEN students.

2. To close the gap in attendance between Pupil Premium students and non-Pupil Premium students and SEN students and non-SEN students.
3. To close the gap in progress of disadvantaged pupils from different starting points so that it matches or is improving towards that of other pupils nationally across nearly all subject areas with a particular focus on the most able.
4. To close the gap in progress of SEND students so that it matches or is improving towards that of other pupils nationally from the same starting point across nearly all subject areas.
5. To engage hard to reach students/parents to develop strategies to support and sustain attendance.

## **HOW DO WE DISCHARGE OUR DUTIES?**

The school discharges its responsibility through;

- effective policy development, implementation and monitoring
- student access and education
- staff training

on which an effective, tolerant and inclusive school community is built.

The responsibility for monitoring equalities issues rests with the Full Governing Board and there is a designated Governor for Equalities Issues. The relevant data and other information is monitored on a regular (usually termly) basis.

### **Policies:**

- The school reflects equality of opportunity in all policies affecting staff and students where it is appropriate to do so. When any policy is reviewed and/or updated it is checked to ensure that it neither directly nor indirectly discriminates due to age, disability, gender, marital/civil partnership status, pregnancy/maternity status, ethnicity, religion/belief or sexual orientation.
- Key policies supporting equality of opportunity are the :
  - **Equality and Cohesion Policy**. The latest version was adopted by the Governing Body on 26 May 2016.
  - **Accessibility Policy**: to be reviewed Spring 2019.
  - **Behaviour Policy** revised and agreed by Governors in November 2017.
  - **Anti-Bullying Policy** which will next be reviewed in the Autumn 2018. Behavioural expectations are high in the school and are regularly re-enforced with students through assemblies.

- **SMSC/PSHE/Prevent Curriculum** – reviewed annually.
- Advice and Guidance on how to deal with bullying is prominently featured on the home page of the “virtual Grange” system used by our students. As is advice & guidance on how to keep yourself safe on line.
- There is a comprehensive support system in place including peer support through ‘Buddies’ and more formal support from the pastoral team to enable potential issues to be quickly identified and addressed.
- As mentioned above, guidance on bullying issues is available through the front page of the school’s internal network. All bullying incidents are reported to governors and all parties (staff, students, parents and governors) know that cases will be dealt with quickly and firmly involving parents and will be met with appropriate sanctions determined on a case by case basis.

#### **Student Access and Education:**

- Reasonable adjustments are made to accommodate those with additional needs to enable them to access the site and the curriculum. This has included:
  - specific staff training,
  - provision and use of radio microphones and other equipment where appropriate.
  - 1:1 support
  - Specialist teacher support
- The school actively promotes the academic achievement of pupils with English as an additional language. In particular, we will, when possible, support students to acquire qualifications in their first language. We also have designated staff who support pupils who arrive at school with little English academically, socially and emotionally and we have provided a space where such pupils can receive that support separately from others.
- Much of the work that the school has done over the years through Assemblies, SMSC, PSHCE and other vehicles to promote understanding of all the diverse elements which make up our British society, including democratic values, was fully consistent with educating students about British Values before that concept was formalised. Work has been done to track this over subject areas and year groups.

- A working party is being set up to consider the development of SMSC within the school. Work is underway within the PSHE curriculum to overtly teach the Prevent agenda.
- SMSC/PSHE and Prevent is also an appointed Governor role to provide oversight for the Board.
- A wide range of initiatives is used to increase exposure to, and understanding of the wider aspects of the community including:
  - Enrichment days – a range of activities are organised to give a variety of experiences to all year groups.
  - Visits and visitors are used to help raise spiritual, moral, social and cultural awareness. The school offers the facilities for religious observance; for example, provision of a quiet space for prayer during Ramadan.
  - The school has made use of the theatre performance “Chelsea’s Choice” on exploitation and grooming. Many 6th formers are involved in community service.
  - Assemblies on equalities and, more widely, themed on positive values spanning spiritual, moral, social and cultural matters and presented by a variety of staff, students and outside speakers.
  - The RE curriculum raises awareness of different faiths and beliefs.
  - The Modern Foreign Languages curriculum raises cultural awareness.
  - History tackles holocaust education and the 1st world war.
  - Business Studies includes Equal Opportunities Law.
  - Regular charity events take place each year, many initiated by pupils in aid of a particular charity. For instance, students took part in the “Race for Life” and there is work for “Children in Need”
  - The Stapleton House garden is being used to develop students’ understanding of sustainability and pupils volunteer at St. Leonard’s Care Home.

### **Staff training:**

- **Staff are given regular/annual training** on all aspects of our Equalities and anti-discrimination policies. For example, recently, specific up to date printed guidance has been given on the handling of trans-gender issues at the start of the academic year. There is also training in place to support LGBTQ+ issues for staff. A newly founded support group has also been set up for this group of students.

### **HOW DO WE KNOW IF WE ARE SUCCESSFUL?**

## **Behaviour:**

- Behaviour in terms of Internal Seclusion and External Exclusion sanctions is reported to Governors on a termly basis as well as analysis of Behaviour concerns and achievement points. The data is reported by gender, age, Pupil Premium, SEN and ethnicity/home language where the latter group is large enough to be statistically significant.
- Numbers of exclusion where pupils have had one or more exclusions are broadly in line or below National Averages, with the exception of students in receipt of Pupil Premium:
  - Whole school: 5.5% vs National Average of 4.26%
  - SEN Support :9.52% vs National Average of 11.01%
  - SEN EHCP: 10% vs National Average of 10.62%
  - PP: 12.3% vs National Average of 9.54%
- The school has recruited a second Deputy Head (starting September 2018) who will concentrate on pastoral issues, the tackling of which is often central to improving the attendance of those students with the highest absence rates. Our Absence Policy is also being reviewed to improve the ways that we tackle absence. It is scheduled to be presented to Governors at their July 2018 meeting.

## **Student Outcomes:**

- The Pupil Premium Grant is used to tackle disadvantage and, thereby, to promote the school's Equality Policies. Outcomes for disadvantaged students and other groups are improving but there is more work to be done as highlighted in the 2018 Ofsted report. The school was already aware of this as reflected in the school's equality objectives and there is a targeted action plan to secure improvement. Objective 1.2 of the Statement of Action details this.
- Data is analysed to evaluate both the achievement and progress of groups and individuals within the school. Any statistically significant differences are reported to Governors. This data analysis is used to inform the School Improvement Plan, Teaching & Learning and, where appropriate, to stimulate relevant interventions. Progress of students is closely tracked. This is an area for further development.

## **Student Attendance:**

- Attendance is recorded at form level but monitored centrally. It is analysed according to year group, gender, Pupil Premium, SEND and, where statistically significant, ethnicity/first language. The results are reported to Governors at least annually. Staff also analyse the reasons for absence to enable an appropriate level and style of intervention to take place according to the reasons behind each case of recurrent absence. Senior Leadership have identified Pupil Premium and SEND students as having a higher percentage of absence and have prioritised action within this group. A new RAG system has been implemented and support is put in place, such as working with the County Attendance team and bespoke timetables. A new attendance policy is being created for implementation in September. The priorities and actions are identified in Objective 1.4 of the Statement of Action, with clear and realistic targets set.

### **Student Access:**

- In recent years, the school has taken the opportunity of building works to improve access for those with physical disabilities; we have acted progressively to eliminate barriers to mobility whenever practical. We have significantly improved access for people in wheelchairs or who use "walkers".
- The aim is always to integrate the student fully into the school and their class. In practice, this integration has been successfully achieved. This has been reviewed through annual pupil support meetings and supporting documentation circulated to teaching staff.
- The particular needs of pupils with physical disability and those with other Special Educational Needs are key elements in the planning of extra-curricular activities, trips, visits and the wider curriculum. Support is provided to those with exceptional financial needs for additional costs, uniform etc. Every child who has wanted to participate has been able to do so
- In particular, equal opportunities figure strongly in in our work experience programmes. We pay for the organisation of work experience for those not able to organise it themselves and provide advice to employers where that will help them provide a suitable placement for a student with a designated characteristic.
- We undertake trips to promote further/higher education to those not likely to see these as appropriate paths for their future.
- Views of all members of the school are taken into consideration through regular Student Voice consultations. For instance, changes to uniform rules,

which started in the 6th form and have now been rolled out across the whole school, originated from suggestions by students themselves.

- Questionnaires are used to gain views of all stakeholders including students and staff

### Staffing:

- Flexible working arrangements are in place for members of staff who have requested this and, where practical, we will continue to provide such arrangements.

### Teaching Staff

<b>Ethnicity</b>	<b>Number</b>	<b>%</b>
Asian or Asian British, Any other Asian Background	3	3%
Asian or Asian British, Bangladeshi	1	1%
Asian or Asian British, Indian	3	3%
Asian or Asian British, Pakistani	1	1%
Black or Black British, African	4	4%
Black or Black British, Any other Black background	1	1%
Black or Black British, Caribbean	3	3%
Mixed White and Asian	2	2%
Mixed, White and Black African	1	1%
White, any other White Background	5	5%
White, British	63	68%
White, Irish	3	3%
Not stated	2	2%

<b>Gender</b>	<b>Number</b>	<b>%</b>
Female	64	70%
Male	28	30%

### Non Teaching Staff

<b>Ethnicity</b>	<b>Number</b>	<b>%</b>
Asian or Asian British, Any other Asian Background	2	2%
Any other ethnic background	2	2%
Asian or Asian British, Indian	0	0%
Asian or Asian British, Pakistani	1	1%

Black or Black British, African	1	1%
Mixed, White and Black Caribbean	2	2%
Black or Black British, Caribbean	2	2%
White, any other White Background	5	6%
White, British	68	81%
White, Irish	1	1%

<b>Gender</b>	<b>Number</b>	<b>%</b>
Female	74	88%
Male	10	12%

- The governors have created a Staff Wellbeing survey which will be circulated next academic year. This will be analysed to consider gender bias.
- Staff recruitment procedures include an equality phrase: *"We are committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage and civil partnerships."*

## **The Casey Review**

The school recognises that the Casey Review was an important step in strengthening commitment at governmental and local level to promoting equality in all its facets and, to quote, "bridge divides between people and to bind communities together".

We understand that schools must play an important role in realising the recommendations of the review and this was discussed by the Governing Board in November 2017. However, we recognise that they are but one element in a complex web of national and local bodies and services that need to act to achieve its aims

We accept that have a key role in delivering the additional weight to British Values called for in the review and our commitment to doing so is described above.

Produced by: Adam Millard

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