

Presdales School



Title	EQUALITY AND DIVERSITY POLICY
Version	October 2020
Author/Title	Sara Miller, Deputy Headteacher (Pastoral)
Committee Responsible	Students
Governor Link	Maddie Waller
Date approved by Committee	TBC – January 2021
Date approved by Full Governing Body	
Review Date	Autumn 1 2021 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 2020

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 students to help them to achieve and be successful.
- Increasing the extent to which disabled students can participate in the curriculum.
- Involving people from different groups in our decisions.

For our students

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:

- Students from certain cultural and ethnic backgrounds
- Students who belong to lower-income households;
- Students who are disabled and
- Students 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 Trustee Board 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 Trustee Board 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 students 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 2020

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	19	1
31 - 40	25	6
41 - 50	24	34
51 - 60	16	26
61 - 70	4	6
71+	0	3

2. Disability

Year group	SpLD/disability and number of students per year group
7	5 students with dyslexia
	1 student with a Visual impairment
	1 student with hypermobility
8	4 students with dyslexia
	1 student with a Hearing Impairment
	1 student with a diagnosis of ADHD & autism
9	1 student with dyslexia
	1 student with dyspraxia
	1 student with EDS (EHLERS DANLOSS SYNDROME)

	1 student with a diagnosis of ADHD & autism
10	2 students with autism
	1 student with a Hearing impairment
11	1 student with dyslexia
	2 students with Inattentive ADHD
	1 student with ADHD
	1 student with Autism
12	1 student with a Visual impairment
	1 student with autism
	1 student with dyspraxia
	1 student with verbal dyspraxia
	1 student with Hypermobility Syndrome
13	1 student with a Visual impairment
	1 student with a Hearing impairment
	2 students with autism
	1 student with ADHD

- The school is additionally resourced for students with physical disabilities.
- The school has partial wheelchair access (ground floor).
- The curriculum and extra-curricular activities are accessible to all students with disabilities as appropriate.

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. Ethnicity**Students:**

The ethnic breakdown of the student body is shown below

Whole School (Y7-Y13)

Any other Asian background	0.8%
Any other Black background	0.3%
Any other ethnic group	0.4%
Any other mixed background	2.4%
Bangladeshi	0.1%
Black - African	2.1%
Black Caribbean	0.5%
Chinese	0.5%
Indian	1.0%
Information Not Yet Obtained	0.3%
Italian	0.3%
Pakistani	0.3%
Refused	0.3%
Turkish	0.3%
Turkish Cypriot	0.3%
White - British	79.1%
White - Irish	0.8%
White and Asian	2.0%
White and Black African	0.8%
White and Black Caribbean	1.6%
White Other	4.5%
None	1.3%

We have 57 students who have English as an additional language.

Achievement

Last year's Y11:

Any other ethnic group	+1.15
Any other mixed background	+0.38
Black - African	+0.8
Black Caribbean	-0.09
Chinese	+0.75
Indian	+1.6
Italian	0
Refused	0
Turkish	+1.38
White - British	+0.38
White and Asian	+0.3
White and Black African	+0.68
White and Black Caribbean	+0.07
White Other	+1.5

Staff:

The ethnic breakdown of staff is shown below:

	Teaching Staff	Support Staff
White/White British	98%	97%
Asian/Asian British	2%	2%
Black/Black British	0	1%
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. Gender

Students:

- The school has 100% girls in Years 7 – 11 and 2.09% male students in the sixth form.
- Achievement: The progress and attainment of girls is above the national average.

Staff:

- The teaching staff is 85.72% female and 14.28% male.
- The support staff is 79.25% female and 20.75% 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 4 members of staff have taken maternity leave.

10. Free School Meals**Students:**

- As at September 2020, 4.5% of students are eligible for free school meals and in Years 7-11 9% of students are eligible for support from the Pupil Premium Grant as disadvantaged students.
- Achievement: In 2020 the average Progress 8 score of students eligible for Free School Meals (FSM) (6 students) was +0.4 (whereas the average score for other students was +0.84). For Ever 6 students (8 students) the average score was +0.34 (whereas the average score for other students was +0.85).
- 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 and to support with resources for learning.

11. Looked After Children

Students:

- There are currently 2 Looked After Child (CLA) on roll.
- Achievement: our Y 11 CLA student achieved a Progress 8 score of +2.46. Our Yr 13 CLA student achieved a Value Added score of 62.99 and had progressed to university.

- **12. Equal Opportunity Incidents**

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

4. EQUALITY OBJECTIVES 2020-2024

In October 2020, the following objectives were set:

1. To ensure, we promote an inclusive curriculum which aspires to the diverse nature of our society and allows all students to develop their culture capital. In particular, we will look at race as a dimension of diversity and where it's explicitly acknowledged in our curriculum.
2. To ensure students and staff in our school are able to be themselves and feel supported, empowered, valued, respected, fairly treated and able to achieve their full potential.
3. To improve 'racial literacy' among all members of staff and students
4. To celebrate the diversity of achievements in our school community