

# Presdales School



***'Achievement for All'***

<b>Title</b>	EQUALITY AND DIVERSITY POLICY
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<b>Author/Title</b>	Sara Miller, Deputy Headteacher (Pastoral)
<b>Committee Responsible</b>	Students
<b>Trust Link</b>	Maddie Waller
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## Enquiries & comments

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

**Telephone:** 01920 462210 / **Email:** [admin@presdales.herts.sch.uk](mailto:admin@presdales.herts.sch.uk)

**Address:** Hoe Lane, Ware, Hertfordshire SG12 9NX

# **Presdales School**

## **Equality and Diversity Policy 2023**

### **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 September 2023

#### 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	2
21 - 30	16	1
31 - 40	23	9
41 - 50	23	27
51 - 60	20	43
61 - 70	1	10
71+	1	0

#### 2. Disability

Year group	SpLD/disability and number of students per year group
7	5 students with autism
	3 students with ADHD

	3 students with dyslexia
8	5 students with autism
	4 students with ADHD
	5 students with dyslexia
	1 student with SLCN (speech, language and communication needs)
	3 students with SEMH (anxiety)
	1 student with moderate learning difficulties
9	1 student with autism
	1 student with autism, ADHD and generalised anxiety disorder
	1 student with hypermobility
10	7 students with dyslexia
	2 students with ADHD
	1 student with a Visual impairment
	1 student with hypermobility
	1 student with global developmental delay

11	3 students with dyslexia
	1 student with dyspraxia
	1 student with a Hearing Impairment
	1 student with ADHD & autism
	1 student with ADHD
	1 student with generalised anxiety
	1 student with Turner syndrome and Poland syndrome
12	2 students with dyslexia
	1 student with dyspraxia
	1 student with EDS (EHLERS DANLOSS SYNDROME)
	1 student with ADHD
	1 student with autism
	1 student with PANDAS
	2 students with SEMH
13	2 students with autism

	2 students with ADHD
	1 student with SEMH
	1 student with a Hearing impairment
	1 student with dyspraxia
	2 students with EDS (EHLERS DANLOSS SYNDROME)

- 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)**

Ethnicity September 2023	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	{None}	Total
Any other Asian background	1	0	0	1	0	3	4	1	10
Any other Black background	0	0	0	2	0	1	0	0	3
Any other ethnic group	2	2	2	2	0	1	1	0	10
Any other mixed background	5	6	4	7	2	2	4	7	37
Bangladeshi	0	1	0	0	0	0	0	0	1
Black - African	5	5	3	2	5	4	3	3	30
Black Caribbean	0	0	1	0	1	1	1	1	5
Chinese	0	0	0	1	0	0	1	1	3
Indian	0	2	2	2	2	2	4	1	15
Pakistani	0	1	0	0	0	0	1	0	2
Refused	1	2	0	0	2	4	1	1	11
Turkish	1	0	0	1	0	0	0	0	2
Turkish Cypriot	0	0	0	2	0	0	1	0	3
White - British	133	147	142	134	144	98	102	97	997
White - Irish	3	2	2	0	3	2	0	3	15
White Other	11	5	12	12	8	12	8	7	75
White and Asian	4	2	2	7	5	5	2	2	29
White and Black African	2	0	1	2	3	0	2	0	10
White and Black Caribbean	3	4	6	6	3	2	2	0	26
{None}	10	1	3	0	0	10	0	0	24
<b>Total</b>	<b>181</b>	<b>180</b>	<b>180</b>	<b>181</b>	<b>178</b>	<b>147</b>	<b>137</b>	<b>124</b>	<b>1308</b>

We have 86 students who have English as an additional language.

#### **Achievement (Year 11 2023) FFT report provisional**

Ethnicity	#	P8 score
White	156	0.51
Black Caribbean	5	0.63
Black African	4	0.64
Indian	1	0.97
Other Asian	8	1.47
Any other	4	0.65
<b>All students</b>	<b>178</b>	<b>0.58</b>



**Staff:**

The ethnic breakdown of staff is shown below:

	<b>Teaching Staff</b>	<b>Support Staff</b>
White/White British	98%	89%
Asian/Asian British	4%	0%
Black/Black British	0	1%
Other	8%	11%

**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 11.34% male students in the sixth form.
- Achievement: The progress and attainment of girls is above the national average.

**Staff:**

- The teaching staff is 84.8% female and 15.2% male.
- The support staff is 81.5% female and 18.5% 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 2023, 7.3% of students are eligible for free school meals and in Years 7-11, 11.8% of students are eligible for support from the Pupil Premium Grant as disadvantaged students.
- Achievement: In 2023 the average Progress 8 score (4Matrix Share & Compare) of students eligible for Free School Meals (FSM) (12 students) was -0.39 (whereas the average score for other students was +0.56). For Ever 6 students (13 students) the average score was -0.41 (whereas the average score for other students was +0.57).
- 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, including additional tuition.

**11. Looked After Children****Students:**

- There is currently 1 Looked After Child (CLA) on roll.
- There are currently 6 previously looked after students on roll. In 2023 GCSE outcomes three previously looked after students were in Y11. Their average 4Matrix Progress 8 score was +0.40

- **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

## **Review of Objectives 2020-2024**

- SM attended a HFL webinar on Race Equality in Education on 14th June 2020 and is booked into 2 further HFL webinars on 6th October on "Language matters" and on the 13th October "Progressing Anti-Racism through parental and student engagement"
- SM and CB will be investigating Equality and Diversity across the school. Through focus groups, students will be surveyed and their responses analysed.
- To continue with the curriculum audit in relation to diversity within the curriculum, this has been completed for all of the protected characteristics groupings
- MLW and SM have completed the Great Representation programme which started in September 2022 - March 2023.
- MLW and SM have visited 5 of our Great Representation hub schools. We have also hosted our hub schools at Presdales.
- EAL breakfast club is now established, this is being organised by EW.
- Curriculum audit
  - 9 protected characteristics
- Visit from Toks Olusamokun - HFL Race Equity Lead
- Staff Training
  - Joint inset with Richard Hale
  - Shammi Rahman HFL Race Equity Lead
- Website Representation
- Presdales Week of Culture - Led by Heads and Deputy Heads of House
  - Form time, lesson and lunchtime activities
  - Break and lunch menu from different continents
- Flair Impact
  - Engaged services
  - Student and staff survey - 24th April
- Attended HFL Race Equity Conference (Virtual)
- EDI Library - Staffroom
- EDI Lead advertised and successfully appointed

## **September 2023**

The overarching aim is to cultivate an ethos of acknowledging and celebrating the breadth of diversity within our school community.

We have adjusted our objectives to be more specific to students, staff and the curriculum.

### **1. Students**

To ensure that all students feel welcomed and part of our school community and that they feel supported, empowered, valued, respected, and treated fairly. To ensure that all students understand what is acceptable within a community that has members of diverse experiences and backgrounds and are able to reflect on their own values.

### **2. Staff**

To ensure that all students feel welcomed and part of our school community and that they feel supported, empowered, valued, respected, and treated fairly. 'Racial literacy' is improved amongst the staff body. They feel comfortable discussing race and are confident in challenging behaviour and speech which is not acceptable within our ethos of "understanding and compassion."

### **3. Curriculum**

To ensure that our curriculum represents the diversity of our school community and is as inclusive as it can be. It should represent and give space for the experiences and perspectives of all other communities that we may also belong to.