

Presdales School



'Achievement for All'

Title	EQUALITY AND DIVERSITY POLICY
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Presdales School

Equality and Diversity Policy 2025

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 2025

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	1	0
21 - 30	22	10
31 - 40	22	8
41 - 50	20	16
51 - 60	28	52
61 - 70	6	11
71+	1	0

2. Disability

SEN Needs Summary	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	All Years
Current Pupils								
Autistic Spectrum Disorder	3	4	7	5	1	3	2	25
Hearing Impairment	2						2	4
Moderate Learning Difficulty	3	1	2	1	2		5	14

No Specialist Assessment	1		2		1			4
Other Difficulty/Disability			1					1
Social, Emotional and Mental Health	6	7	9	10	10	3	1	46
Speech, Language or Communication Need	4		3	1				8
Severe Learning Difficulty							1	1
Specific Learning Difficulty	6	5	10	7	2	4	2	36
Vision Impairment						1		1

- 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 2025	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Any other Asian background	2	4	1	0	0	1	1	9
Any other Black background	0	0	0	0	0	2	0	2
Any other ethnic group	3	3	2	3	2	2	1	16
Any other mixed background	4	7	4	6	5	5	2	33
Bangladeshi	0	0	0	1	0	0	0	1
Black - African	3	5	4	4	4	4	6	30
Black Caribbean	0	0	0	0	1	0	0	1
Chinese	1	3	0	0	0	2	0	6
Indian	4	3	1	1	2	2	2	15
Information Not Yet Obtained	2	0	0	0	0	0	0	2
Italian	0	0	0	1	0	0	0	1
Pakistani	0	1	1	1	0	1	0	4
Refused	1	1	1	2	0	0	3	8
Turkish	1	2	1	0	1	2	0	7
Turkish Cypriot	0	0	0	1	0	1	0	2
White - British	147	142	140	146	140	103	99	917
White - Irish	1	0	4	2	2	0	3	12
White and Asian	3	7	5	2	2	5	4	28
White and Black African	0	1	1	0	1	3	4	10
White and Black Caribbean	5	1	4	4	5	0	1	20
White Other	2	0	10	5	10	14	6	47
Total	179	180	179	179	175	147	132	

We have 82 students who have English as an additional language.

Achievement (Year 11 2025)

Ethnicity	Pupil Count	Attainment 8
Turkish Cypriot	2	49
Any Other Ethnic Group	1	81
Any Other Black Background	2	45.5
Any Other Asian Background	1	34
White and Asian	7	66.71
Indian	2	74.5
Black - African	2	68.5

White and Black Caribbean	6	40.67
Turkish	1	50
White - British	132	59.52
Any Other Mixed Background	7	60.5
White Other	11	62.09
White and Black African	2	59
Chinese	1	86
All Students	177	59.42

Staff:

The ethnic breakdown of staff is shown below:

	Teaching Staff	Support Staff
Asian or Asian British, Any other Asian Background	2%	0%
Asian or Asian British, Indian	1%	0%
Did not wish to be recorded	0%	1%
Mixed, any other mixed background	1%	0%
Mixed, White and Black Caribbean	1%	0%
Not Obtained	17%	16%
White, any other White Background	3%	5%
White, British	57%	43%
No data	18%	35%

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 12.8% male students in sixth form.
- Achievement: The progress and attainment of girls is above the national average.

Staff:

- The teaching staff is 86% female and 14% male.
- The support staff is 84% female and 16% 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 2 members of staff have taken maternity leave.

10. Pupil Premium

Students:

- As at September 2025, 82 students (9.2%) of students are eligible for free school meals and in years 7-11 and 92 students in years 7-11 (10.3%) are eligible for support from the Pupil Premium Grant as disadvantaged students.
- Achievement: In 2025 the average Attainment 8 score of Pupil Premium students was 39.63 (whereas the average score for other students was 59.44).
- 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. In 2025 GCSE outcomes, there were two CLA students, one of whom joined in year 11 out of county and had an adapted curriculum, sitting 6 GCSEs. The average attainment 8 score across both CLA was 37.
- There are currently 8 previously looked after students on roll. In 2025 GCSE outcomes one previously looked after student was in Y11. Her Attainment 8 score was 59.

12. Equal Opportunity Incidents

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

EQUALITY OBJECTIVES 2024-2028

In September 2025, the following objectives were set:

1. To ensure that all students and staff feel welcomed and part of our school community and that they feel supported, empowered, valued, respected, and treated fairly. To ensure that all understand what is acceptable within a community that has members of diverse experiences and backgrounds and are able to reflect on their own values.
 1. To further promote an anti racist ethos within our community where all members feel empowered to challenge all forms of racism when witnessed
 2. 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.
 3. To integrate inclusivity into our curriculum which reflects the diverse nature of our school community so that it includes diverse histories, cultures, and contributions. This allows our students to see and be seen
 4. To foster a culture where a dialogue around diversity and inclusion is possible, good intention is assumed, and fear of mistakes does not affect progress from being made
 5. To ensure that staff feel supported and empowered to challenge instances of discrimination including micro aggressions, misinformation, 'jokes' and banter. We commit to listening to experiences of people from marginalised backgrounds and learning from these as well as further CPD for staff to promote this.
 6. To celebrate the diversity of achievements in our school community

Review of Objectives 2024- 2025

- 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

- New events with focus on race led by MLC Black history month and race equality week with events run for staff and students including activities in lessons, assemblies and lunchtime activities

- MLC attends race network meetings arranged by HFL to discuss current issues and network with other schools

- Creation of a ‘diversity council’ of students with forms from year 7-year 13 all having a representative

- Half termly social meeting for ethnically minoritised staff and students

- Creation of a half termly EDI forum for staff

- Weekly EDI section in staff bulletin

- Successful weekly pride club

- SMSCs and assemblies delivered on issues surrounding EDI including Pride month, abolition of slavery day, windrush day and social unrest

- Spreadsheets created on sims to ensure students names are being pronounced as they wish for them to be

- 2 student EDI conferences for our diversity council around issues surrounding race equity and the LGBTQ+ community

- Introduction of a successful culture during the summer term

- Half termly meetings of diversity council with 6 formers leading and feeding back to MLC
- CPD sessions for trainee teachers on placement in school led by MLC