

# Equality information and objectives

## Highshore School

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**Updated on: 11 January 2017**

## School policy statement on equality and community cohesion

Highshore School seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning. We aim to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Council.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

For more information please contact:

**Kevin Claringbould** (Deputy Head)

**Sally Smith** (Lead Governor)

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.

## Information about the pupil population

Number of pupils on roll at the school: 131 (October 2016 Census)

### 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.

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.'

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

- Students with significant speech and communication delay (81%)
- Students with autistic spectrum disorder (34%)
- Students with physical disabilities (25%)
- Students with motor skills difficulties (18%)
- Students with Social, Mental and Emotional Health difficulties (24%)
- Students with ADHD (13%)
- Students with Specific Learning Difficulties (11%)
- Students with visual impairment (11%)
- Students with hearing impairments (8%)
- Students with epilepsy (6%)

Ethnicity and race							
Asian or Asian British	Boys	Girls	Total		Boys	Girls	Total
Bangladeshi heritage	8	1	9	<b>Mixed</b>			
Indian heritage	2	0	2	Other mixed heritage	2	1	3
Other Asian heritage	1	0	1	White & Asian	0	0	0
Pakistani heritage	0	0	0	White & Black African	2	0	2
<b>Black or Black British</b>				White & Black Caribbean	2	1	3
Black African heritage	36	9	45	<b>Another ethnic group</b>	4	1	5
Caribbean	11	7	18	<b>White</b>			
Other heritage	6	3	9	British heritage	16	12	28
<b>Chinese</b>	0	0	0	Irish heritage	0	0	0
<b>Information withheld</b>	1	0	1	Any other white background	4	1	5
<b>Gender</b>	Number of pupils						

Male	93	72%
Female	37	28%

<b>Pregnancy and maternity</b>	Number of pupils
Pupils who are pregnant	n/a
Pupils who have recently given birth	n/a

<b>Religion and belief</b>					
	<b>Pupils</b>	<b>%</b>		<b>Pupils</b>	<b>%</b>
Buddhist	0	0	Sikh	0	0
Christian	72	55	No religion	23	18
Hindu	0	0	Other religion	2	1
Jewish	0	0	Unknown	4	3
Muslim	30	23			

### **Gender identity or reassignment**

We do not collect data on pupils who are planning to undergo, who are undergoing or who have undergone gender reassignment.

### **Sexual orientation**

We do not collect data on the sexual orientation of our pupils.

## 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.

Schools are required to have due regard to the need to **eliminate discrimination, harassment and victimisation** and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our school policies.

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- Our governing body has had training on the Equality Act 2010. Minutes and papers of governing body meetings show how governors consider equality issues in relation to policies, decisions and services.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We have school policies that reflect the different needs of individuals and make clear that bullying and harassment are unacceptable.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment. We keep a record of all such incidents and notify those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying and harassment incidents
- Our complaints procedure sets out how we deal with any complaints relating to the school
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices
- We have procedures for addressing staff discipline, conduct and grievances

Under the Equality Act 2010, we are also required to have due regard to the need to **advance equality of opportunity** and **foster good relations**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

## Disability

We are committed to working for the equality of people with and without disabilities.

### Summary information

- Our pupils all have learning difficulties, often exacerbated by additional needs, including medical, speech and communication, emotional, psychological and behavioural and some physical disabilities.
- 50% of our pupils have a Severe Learning Difficulty, and 50% have a Moderate Learning Disability.

### How we advance equality of opportunity, foster good relations and promote community cohesion

- We support disabled learners and staff by meeting their individual needs.
- We take steps (reasonable adjustments) to ensure that pupils with particular disabilities are not put at a disadvantage compared to other pupils.
- We involve learners and their families in the changes and improvements we make and consult them on issues affecting them, rather than relying on people acting on their behalf.
- We carry out accessibility planning for disabled pupils that increases the extent to which they can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled pupils.
- We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity.
- We enable all pupils to learn about the experiences of disabled people.
- We ensure that the curriculum has positive images of disabled people.
- We tackle prejudice and any incidents of bullying based on disability.

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

- We have had staff inset days and governor training on some disabilities  
Staff have been trained in strategies such as PECS, ELKLAN, Makaton and team teach to help pupils with disabilities
- We employ Allied health professionals (Speech and Language Therapists and Occupational Therapists) to support our pupils' disabilities
- We have an after-school social communication group for young people with speech language and communication needs

## Ethnicity and race

We are committed to working for the equality of all ethnic groups.

### Summary information

- 25% of pupils are from white backgrounds, 55% from black backgrounds, 9% from Asian backgrounds, and 11% from mixed backgrounds.
- 81% of pupils speak English as a first language; 19% of pupils speak other languages. 4% have a first language of Bengali and 3% French. In all there are 15 other languages used by students in the school other than English.
- Pupils who do not have English as a first language (who are also more likely to be of ethnic groups other than White British) make slightly less progress within the school and we are working to address this

**Jan 17 English as second language:** above expected second lang. 50%, first lang. 30%, expected second lang.40%, first lang. 68%, below expected second lang. 10% (only 1 pupil), first lang. 2%.

### How we advance equality of opportunity, foster good relations and promote community cohesion:

- We monitor the attainment and progress of all our pupils by ethnicity.
- We set targets to improve the attainment and progression rates of particular groups of pupils.
- We identify and address barriers to the participation of particular groups in learning and other activities.
- We involve parents, carers and families in initiatives and interventions to improve outcomes for particular groups.
- We link with groups, organisations and projects in the local community.
- We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity.
- We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.
- We ensure that the curriculum challenges racism and stereotypes
- We organise celebrations, theme days and special events
- The curriculum is supported by resources that reflect the diverse communities of modern Britain.

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

- We help our families communicate by translating letters & conversations where possible and providing support at transition meetings. The parent group organises an annual international evening where we celebrate our diverse cultures. We organise theme days where we celebrate diversity: for example Summer 16 Faith & culture in London

## Gender

We are committed to working for the equality of women and men.

### Summary information

- Girls make up 28% of the pupil cohort, while boys make up 72%. We work hard to make sure girls do not feel marginalised within the school
- Girls and boys make broadly similar amount of progress within the school.
- Progress of both girls and boys overall is below the national average for similar schools.
- Boys are excluded slightly more often than the national average for special schools; however girls are excluded at twice the national average (11% of the pupil group, compared to 5% nationally) and the school aims to address this.
- Both girls and boys are represented on the school council (6 of the 17 members are female)

### How we advance equality of opportunity, foster good relations and promote community cohesion:

- We monitor the attainment of all our pupils by gender.
- We take a "Which boys? Which girls?" approach to address underachievement: neither boys nor girls are treated as homogeneous groups.
- We set targets to improve the attainment and rates of progress of particular groups of boys and girls.
- We are identifying and addressing barriers to the participation of boys and girls in activities.
- We ensure that gender stereotypes are avoided.  
Both male and female parents and carers are encouraged to be involved in the work of the school and contribute to their children's learning and progress.
- We ensure we respond to any sexist bullying or sexual harassment in line with the school policies.
- We encourage pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes.
- Ensuring the inclusion of positive, non stereotypical images of women and men, girls and boys across the curriculum.

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

- We have had some after school clubs aimed specifically at girls, which attracted a high proportion of female pupils.
- Our Work experience policy has encouraged girls to take up non-stereotypical opportunities.
- 30% of boys and 49% of girls make better than expected progress, and 69% of boys and 47% of girls make expected progress. 1% of boys, and 4% of girls are below expected progress.

## Pregnancy and maternity

We understand that pupils who are pregnant or who have recently had a baby can experience discrimination, and barriers to accessing or continuing their education.

### **Summary information**

The school is aware of particular challenges and barriers pregnant pupils and young mothers experience, including continuing with and returning to learning.

### **How we advance equality of opportunity, foster good relations and promote community cohesion:**

- The school's Personal, Social, Health and Citizenship Education policy and Sex and Relationship Education (SRE) policy includes issues such as pregnancy, birth processes and parenting awareness
- Staff are aware of who to refer disclosures of pregnancy to.
- We carry out risk assessments for pregnant staff

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

- Pupils are able to discuss pregnancy and related issues
- Our family worker can provide advice to pupils who have left the school

## Religion and belief

We are committed to working for equality for people based on their religion, belief and non-belief.

**Summary information** (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

- 55% of the pupil cohort are of Christian denominations; 18% are of no religion or belief, and 23% are Muslim. The religion or belief of 3% of the pupil cohort is unknown.
- The school respects the religious beliefs and practice of all staff, pupils and parents, and complies with reasonable requests relating to religious observance and practice
- Relationships between different groups of pupils are good.

**How we advance equality of opportunity, foster good relations and promote community cohesion:**

- The school is tackling any barriers that might prevent pupils with particular beliefs from taking a full part in school life.
- We support pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- The school promotes the spiritual, moral, social and cultural development of all pupils.
- Our curriculum, including RE, supports pupils to be accepting of one another's lifestyles and beliefs, as well as exploring shared values.
- The RE curriculum enables pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice and discrimination.
- The school tackles incidences of bullying or harassment on the basis of faith and belief.
- We tackle prejudices relating to racism and xenophobia, including those that are directed towards religious groups and communities.

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

- All our school meals are halal – NO never have been. There is always a vegetarian choice for Muslim pupils
- We make visits to places of worship reflecting the diversity of the school community and beyond. Our faith & culture day summer 16 gave the whole school opportunities to celebrate our multi faith society
- We refer to religious celebrations such as Eid, Diwali and Christmas throughout the year

## Sexual orientation

We are committed to providing a safe environment for all pupils. We aim to tackle any discrimination faced by pupils and staff who are lesbian, gay or bisexual.

### **Summary information**

We do not collect data on pupil's sexual orientation. We recognise the particular challenges and barriers that gay, lesbian and bisexual pupils experience.

### **How we advance equality of opportunity, foster good relations and promote community cohesion:**

- Diversity and inclusion are threaded through the curriculum. Books and resources include images of a range of different kinds of families.
- We have carefully considered how to appropriately integrate sexual orientation into the curriculum in a positive and constructive way, which enables both heterosexual and gay pupils to understand and respect difference and diversity.
- We support pupils to develop the skills to be confident learners and accepting of one another's lifestyles and beliefs.
- We use opportunities to talk about difference and different families to ensure all children feel included and know it's alright to be different.
- All staff, including lunchtime supervisors and teaching assistants, have received information and training in how to deal with homophobic language and how to work positively with different families.

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

- Pupils are able to talk about sexual orientation and same-sex relationships
- We worked with a theatre company in the Autumn term 2016 who performed a play dealing with homophobia and a follow up workshop. We are in contact with them re further performances and working together

## Our equality objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed 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:**

**To increase girls' participation in after school clubs**

### **Equality objective 2:**

**To maximise parent participation and engagement so that parents with different protected characteristics are more broadly represented at events and in the whole school life.**

Our previous objectives were

**We will improve the level of progress being made by pupils who do not speak English as their first language**

**This objective was met progress is the same for both groups**

**We will reduce the number of exclusions among girls to the national average.**

**The school had one very complex female pupil on roll 2011-2016 who because of her complex needs was excluded on a number of occasions for health & safety reasons. This did impact on our exclusion figures**

## Information about our employees

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made<sup>1</sup> or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.