



PUBLIC SECTOR EQUALITY DUTY

Date: January 2018

Approved by Governors: 5th February 2018

Next Review date: September 2018

Version Control	V3
Date	Outcome
July 2014	Originally approved
Sept 2015	Reviewed & Updated
Sept 2016	Reviewed & Updated
January 2017	Reviewed & Updated

Equalities Information and Objectives

July 2017

1. Introduction

Nether Stowe School is committed to equality as both an employer and a service provider. Our values and principles which underlie this commitment can be seen in our mission statement, code of conduct, policies and practices.

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.

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** 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

2. Overarching documents

Our commitment to equality can be found in many areas of our work, including the following documents and policies

- Whistleblowing
- Behaviour for Learning
- Prevent
- Safety
- SEN
- PSHE
- Student dress and appearance
- Anti-bullying and Respect for All
- Careers Education
- Attendance
- EAL
- Equalities in Education
- Teachers Pay
- Health, Safety and Wellbeing
- Teacher Appraisal
- Recruitment and Selection

- Alcohol and Substance Misuse
- Flexible Working Requests
- Harassment and Bullying
- Staff Discipline Policy
- Managing Attendance at Work
- Maternity, Adoption, Paternity and Maternity Leave
- Teaching and Learning, Assessment, Grouping
- CPD

More detailed information can be found in:

- The school development plans, and associated department development plans
- The PSHEE curriculum
- The development plan for PSHEE and SMSCS
- Thought for the day
- Assembly resources

3. How we show due regard for equalities

The information provided here aims to show that we give careful consideration to equality issues in everything that we do.

Schools and academies 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 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.
- We keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We have a school behaviour policy that outlines our expectations of both students and staff in their interactions with each other.
- We have a school anti-bullying policy that identifies our commitment to anti-bullying. It includes procedures for reporting and dealing with incidences of bullying including a school email account.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation.
- We keep records of all incidences of discriminatory behaviour against all groups.
- We have a special educational needs policy that outlines the provision the school makes for students with special educational needs.

- We are DfE compliant regarding disability access (See Accessibility statement in SEN policy).
- 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 pay due regard within our recruitment practices, to safeguarding and protecting our students.
- We have procedures for addressing staff discipline, conduct and grievances.
- All stakeholders are consulted about the content of the PSHE curriculum

4. Information about the pupil population as at Oct 2017

Students on roll

632

Autistic Spectrum Disorder	26
Physical Disability	2
Visual Impairment	4
Other Difficulty/Disability	4
Hearing Impairment	4
	40

SEN	Total	%
No	502	79.43%
EHCP	9	1.42%
SEN Support	120	18.99%
Statement	1	0.16%
cohort	632	

Ethnicity	M	F
Bangladeshi	0	1
Any Other Asian Background	1	0
Pakistani	1	0
Black – African	1	1
Any Other Background	0	1
Chinese	1	0
Any Other Mixed Background	7	4
White and Asian	4	2
White and Black African	1	0
White and Black Caribbean	1	4
Any other ethnic group	0	1
Refused	3	2
White – Irish	1	1
Any other white background	19	14
White – British	276	285
	316	316

Language	M	F
Bengali	1	1
Bulgarian	3	2
Chinese	1	0
German	0	1
Greek	0	1
Italian	0	2
Latvian	2	2
Polish	10	6
Romanian	1	1
Chinese	1	0
Russian	2	2
Spanish	1	1
Swedish	0	1
English	295	299
	316	316

	316	316	632
EAL	17	11	28
Early Stage	0	0	6

EAL	5.70%
Early Stage	1.27%

Religion

Christian	356
Muslim	3
Other Religion	26
No Religion	197
Refused	11
unknown	39
	632

	M	F	
FSM	49	41	90
No	267	275	542
			14.24%
PPI	102	90	192
No	214	226	440
			30.38%

Other data is available from the data dashboard available through the school or Ofsted website

5. Pupil performance (Year 11, September 2017)

SEN data	Pupils without SEN	SEN but not Statement	Statement pupils
88	82	5	1
5+ A*-C inc En & Ma	67.1%	0%	0%
5+ A*-G	No longer measured	No longer measured	No longer measured

6. Evaluation of our equality objectives

	How we advance equality of opportunity	How we foster good relationships and community cohesion	Impact of activities	Next steps
Disability	<p>Systematic monitoring of classroom support plans</p> <p>Exam access arrangements in place from Yr 7</p> <p>LSU open at lunchtime to provide a safe haven</p> <p>Autism resource base provides support/adaptation for 6 pupils</p> <p>Medical support plans are in place</p> <p>Anti-bullying assemblies</p> <p>Meet the individual needs of disabled staff and students</p> <p>Regular coffee mornings to invite parents to meet together and with staff</p> <p>Developed the LSU as a base to support students</p> <p>Teaching staff have received training on their responsibilities under the equalities act</p> <p>Additional training for staff in differentiating lessons to enable all to make progress</p>	<p>Fully involve parents with care plans and meetings</p> <p>PSHE curriculum supports all students to understand, respect and value difference and diversity</p> <p>Assemblies tackle discriminatory attitudes</p> <p>We tackle prejudice and incidents of bullying on disability</p> <p>Coffee mornings for parents of children with SEN are well attended</p>	<p>JCQ described classroom support plans as the best he had seen</p> <p>Students with special needs perform well</p>	<p>Systematic provision to promote duties in PSHE curriculum</p>

	<p>Monitor attendance and progress of these students</p> <p>Differentiated curriculum to meet needs of those with low reading skills to support literacy and numeracy</p> <p>An additional medical room, with a more sterile environment has been created to meet need</p> <p>Staff training dyslexia</p> <p>Staff training on Autism</p> <p>Staff awareness on Diabetes from nurse</p> <p>Additional Diabetes training from nurse</p>		<p>Lesson observation show greater adaptation for additional needs</p> <p>Evidence suggests “fresh start” leads to rapid gains in reading</p> <p>L1 achieved</p> <p>L1 achieved</p> <p>7 staff trained to meet individual needs of student</p>	<p>Extended to yr 9 Sept 2017 Curriculum to be extended to include learn to learn</p> <p>Train yr 9 to work with reluctant readers in yr 7</p> <p>Cream paper to be used for materials to support students with dyslexic tendencies</p> <p>Standard font to be set to comic sans</p>
Age	Staffs County Council Recruitment forms used			
Gender Reassignment	Personalised programmes are put in place as appropriate			PSHE Curriculum will cover gender reassignment in the 6 th form.
Marriage and Civil Partnership		<p>RE Curriculum at KS4</p> <p>PSHE curriculum supports all students to understand, respect and value difference and diversity</p>		
Pregnancy and Maternity	<p>We provide sensitive and appropriate support to any member of our community who is pregnant or has recently had a baby including respecting confidentiality</p> <p>Risk assessments put in place</p> <p>Follow best practice advise</p>			

Race	<p>Teaching staff have received training on handling difficult discussions around the equalities agenda</p> <p>Ghana week explores a different cultures e.g. food, art, dance</p> <p>Anti-bullying assembly in anti-bullying week</p> <p>Assemblies connected to asylum seekers, Holocaust memorial day, armistice day</p> <p>The school is sensitive to the religious beliefs of its staff and students and personalises its response accordingly to ensure a full part in school life</p> <p>Personalised plans to integrate unaccompanied asylum seekers into school</p> <p>We monitor attainment by ethnicity</p>	<p>External providers deliver as part of Ghana week</p> <p>Full consultation with stakeholders when uniform is changed</p> <p>We link with other agencies and groups in the area</p> <p>Celebrated Black History Month in February 2017</p>	<p>Working with interpreters we have established that asylum seekers feel safe in school</p> <p>Attainment levels match average attainment</p>	<p>All staff to complete PREVENT training Sept 2018</p>
Religion or Belief	<p>Negatives images e.g. after the Paris bombing have been robustly tackled in form time</p> <p>RE is provided for all students up to yr 10</p> <p>PSHE in yr 7,9,10 looks at tolerance</p> <p>PSHE is conducted within a framework that shows respect, understanding and empathy towards others of different backgrounds, cultures, sexuality, feelings and views</p>	<p>Worked with the community to complete a risk assessment for a faith based group</p> <p>People of other faiths from the local community have worked with students during RE lessons</p>	<p>RE is one of our highest performing subjects at GCSE</p>	
Gender	<p>Monitor attendance and attainment and by gender</p> <p>Lead teacher has worked with staff to enhance progress of groups of students (boys)</p> <p>Small scale project to improve readiness of work of boys</p> <p>Ensure that gender stereotypes in subject choice and careers advice are avoided and challenged</p> <p>Access to info on different sector workplaces and occupations</p>	<p>SMSC development is included in curriculum planning</p> <p>Raising aspirations of all, including through STEM, visits to JLR and University</p> <p>Promote women into STEM based careers</p>		

	<p>PSHE tackles in yr 9 human rights and the work of the suffragettes and changes to the human body as we grow up. All yr groups explore gender stereotypes in the workplace</p> <p>Stem activities are open to all</p> <p>Attend skirting science event</p> <p>All have access to resistant materials, food tech, textiles at KS3</p>			
Sexual Orientation	<p>Anti-bullying policy</p> <p>Collecting data on homophobic bullying</p> <p>PSHE includes work on sexual orientation in yr 11 and post 16</p>	Parents, pupils and other stakeholders are not discriminated against on the basis of their sexuality		PSHE – sexual orientation will be covered in all year groups

7. Action plan

This action plan seeks to show how we will tackle particular inequalities to reduce or remove them. We aim to remove gaps in performance for students from different cultural and ethnic backgrounds, are from low income households (pupil premium), are disabled or have special educational needs. In some subjects we also need to reduce gaps in performance related to gender.

See School Development Plan.

Action	Success Criteria	Lead Person	Timescale	Monitoring
To accelerate the progress of students in 70, 80 and 90 to narrow the gaps in value added by the end of KS4	<p>Performance data shows students in 70 and 80 continue to make good progress</p> <p>Learn to learn improves readiness to learn</p>	DS	<p>July 2018</p> <p>July 2018</p>	<p>RP in line management.</p> <p>Termly report to SLT and governors</p>
Year 9 to work with reluctant readers in Year 7	Boys show a greater willingness to read independently	DS	July 2018	Report to SLT each term
To narrow gaps in attainment of all those with protected characteristics	There are no gaps in performance	AS	July 2018	Cat data reports to SLT and governors
The LSU is open full time providing a quality learning experience for students based there	<p>The LSU is a stepping stone back to a full time curriculum where appropriate (case studies)</p> <p>Purposeful work is provided that is completed to a high standard</p> <p>Students based in the LSU reach their target grades</p>	DS	<p>Review Dec 2018</p> <p>Review Dec 2018</p>	RP to monitor through line management

	Attendance data shows that vulnerable students have been supported at break and lunchtime		July 2018	
To plan, implement and review a PSHE and SMSC action plan that addresses equalities agenda	Plan produced, implemented and reviewed	AR and VWW	May 2018	Report to governors May 2018
All staff are aware of their responsibilities under the prevent agenda	All staff have a certificate to show completion of online training New staff to have completed L1 safeguarding	DS	Sept 2017 Sept 2017	Report to governors at Autumn term meeting

8. Information about employees

As our workforce is below 150 we are not required to publish this information