

The Wren School

Equality Information and objectives – December 2018

The following information is published each year:

- Information about our school population
- Our due regard for equality and how we promote community cohesion
- Equality objectives to show how we plan to tackle particular inequalities and improve what we do

1: Information about the student population

Number of students on roll at the school: **586**

Information on students 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.

Disability

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.’

Number of students with SEN/D: **122**

The different types of disabilities include:

• Attention deficit (hyperactivity) disorder	15
• Autistic Spectrum Disorder, including Asperger Syndrome	25
• Physical Disabilities	4
• Hearing Impairment	5
• Vision Impairment	1
• Social, Emotional and mental health	25
• Specific Learning Difficulties, including Dyslexia	17
• Moderate Learning Difficulties	22
• Speech, Language and Communication	16
• Other difficulties and Disabilities	17
<i>Total does not match above since some students have more than 1 SEN/D need</i>	

Ethnicity

Main Categories	Micro Categories	Male	Female	Total
White British	English	160	140	300
White Other	Gypsy / Roma / Traveller	4	0	4
	Irish	24	1	1
	White European	24	11	35
	Other White	0	18	42
Asian and Chinese	Indian	7	9	16
	Bangladeshi	3	2	5
	Pakistani	22	15	37
	Chinese	1	0	1
	Other Asian	9	7	16
Black	Black Caribbean	8	7	15
	Black African	9	7	16
	Other Black African	0	1	1
	Other Black	4	3	7
Black & White Caribbean		17	17	34
Mixed Ethnicity	White & Black African	3	5	8
	White & Asian	11	3	14
	Black and Any Other	1	3	4
	Chinese and Any Other	1	0	1
	Other mixed	14	8	22
Other		0	3	7
Unknown		4	1	5
Total		325	261	586

Religion and belief

Buddhist	2	Muslim	68	No religion	170
Christian	232	Sikh	2	Other religion	4
Hindu	18	Jewish	1	Unknown	89

Pregnancy and maternity

	Number of students
Students who are pregnant	0
Students who have recently given birth	0

Sensitive information on some students with protected characteristics

It is not appropriate for us to collect information from students in relation to some protected characteristics, such as gender identity and sexual orientation. However, as a school we are aware that there may be a number of equality issues for gay, lesbian and bisexual students, as well as those who are undergoing or who have undergone a reassignment of their gender.

Information on other groups of students

Inspections of schools will look at how schools help all students to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support. In addition to students with protected characteristics, we wish to provide further information on the following groups of students:

Students from low income households

Academic year 2018 - 19	Boys	Girls	Total	Percentage of school population
Number of students registered as eligible for free school meals at any point in the last 6 years (£935)	107	83	190	32.4%
Number of students who have left local authority care because of 1 of the following (£1900) <ul style="list-style-type: none"> • Adoption • A special guardianship order • A child arrangements order • A residence order 	0	1	1	0.2%
Number of students who have been in local authority care for 1 day or more (£1900 - goes to virtual school head in local authority that looks after the child)	3	3	6	1.0%

Students with Special Educational Needs (SEN)

	Number of students	Percentage (%) of school population
No Special Education Need	498	85.0%
SEN support	75	12.8%
School/Early years action	1	0.2%
Education, Health & Care Plan	12	2.0%

Students with English as an additional language (EAL)

	Boys	Girls	Total	Percentage of school population
Number of students who speak English as an additional language	108	71	179	30.5%
Number of students who are at an early stage of English language acquisition	7	6	13	2.2%

Young carers

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Young carers can display poor attendance, punctuality and behaviour because of a knock on effect from problems at home and are more likely to become NEET.

Other vulnerable groups (numbers of students per year group)

Children with Gypsy, Roma, Traveller (GRT) heritage, including Travellers of various ethnicities

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Service Children:

None

2. Our main equality challenges

This is a summary of the issues that we are most concerned about. For some of these challenges we have also set and published **equality objectives**. See Part 6 of this document.

Add a summary overview of the main disadvantages and inequalities that the school is aware of and addressing, including any information gaps.

A main focus of the school is to ensure that students with special educational needs and/or disability, as well as disadvantaged students, are recognized and supported to make good or better progress. This is outlined in the SDP (2018/19) target 5.

3. 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 in the school. This includes student and staff matters and in the way we work with external colleagues and visitors/contractors etc.

- Record-keeping linked to protected characteristics;
- Related policies, such as anti-bullying, behaviour, SEN/D;
- Three year accessibility plan for the disabled ;
- Admission arrangements;
- Monitoring exclusions;
- Recording and tackling incidents of harassment;
- Relevant staff and governor training or meetings;
- Complaints procedure;
- Non-discriminatory employment practice;
- Staff and student codes of conduct;
- Staff Grievance procedure;
- Home/School agreement.

4. Protected Characteristics summary:

Summary information:

*In relation to any protected characteristic add key information, if available, on any significant inequalities in relation to **attainment and access**, and any particular issues you are aiming to address. Comment on issues related to good relations between students with protected characteristics and others, and what students and parents have said about any related issues.*

No significant inequality issues were reported in 2017 – 18.

We are committed to working against discrimination and for equality towards individuals and group of people with protected characteristics.

To meet our duties under the Equality Act 2010 we need to:

- **advance equality of opportunity by:**

How you are meeting individual needs, how identifying barriers and taking steps (eg. reasonable adjustments) to ensure that students with protected characteristics are not put at a disadvantage, involving/consulting learners, their families and staff in the changes and improvements, carrying out accessibility planning, partnerships you are in, specific initiatives.....

Aiming high for all students and embedding values such as respect, tolerance, justice.

- **foster good relations and community cohesion by:**

- The manner in which bullying and prejudice-related incidents are dealt with;
- Praise and rewards students are encouraged to aim for, (see Behaviour Management Policy);
- Curriculum work that increases understanding, aspects of the curriculum which promote tolerance and friendship, assemblies dealing with relevant issues;
- Arrangements with community which enable students to meet and exchange experiences with people from different backgrounds;
- How students participate in decision-making and how they take responsibility (School Council), involvement with local communities and organisations and groups.

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

Add a statement on any positive outcomes that have been achieved in this area.

- Conduct student, parent and staff surveys to ascertain levels of confidence in behaviour management, safety and enjoyment;
- Review incidents of bullying and harassment and engage with School Council to review the anti-bullying policy;
- Work towards engaging any “hard to reach” parents.

5: Record of how we have considered equality issues when making decisions

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies. This means we need to consider what the impact of those decisions or policies will be on students and staff with protected characteristics before a decision is made or a policy is finalised.

Date	Policy or decision	Equality issues we considered	Action taken or changes made
Mar2018	Sex & Relationship Education Policy	Gender, religion / belief	
Annual	Staffing policies - see Employment Manual	Maternity leave Paternity leave	
Mar2018	Behaviour Management	Ethnicity / gender	
Oct 2018	Uniform	Gender, religion	Modified section 'Requests to vary the uniform policy'
May 2018	Anti-bullying	All groups	
Feb 2018	Curriculum statement	Gender	
Mar 2018	Collective Worship	Ethnicity, religion	
Dec 2017	Extended learning (within Learning & teaching policy)	Access to IT	
Dec 2016	SEN/D	Disability	

6: Equality objectives

The Equality Act 2010 requires us to publish one or more specific and measurable equality objective. We aim to address areas where we need to take action to improve equality and tackle disadvantages.

Schools can set equality objectives to tackle any issues of discrimination, inequality and disadvantage.

Objectives might be linked to challenges the school is already responding to in the school improvement plan, or can address issues and concerns identified through consultation with students, staff and parents.

Some of the challenges that equality objectives can address include:

- Narrowing gaps in attainment between groups of students, for example girls and boys.
- Improving school attendance of students from particular groups.
- Increasing the participation of particular groups in school activities.
- Reducing prejudice-related bullying and the use of derogatory language.
- Improving knowledge, skills and attitudes to enable students to appreciate and value difference and diversity – for example increasing understanding between students from different faith communities.
- Improving the participation and engagement of different groups of parents and communities.

Equality objective 1:

To identify vulnerable groups, e.g. PP students and to employ appropriate strategies to ensure that any gaps in achievement are reduced.

Why has this objective been chosen and why is it likely to have most impact on those who experience disadvantage and inequalities?

We have a clear vision, rooted in an unwavering commitment to ensure the success of each student. Equality of opportunity is at the heart of this vision, with an insistence that all students will be nurtured, challenged and inspired to aim high. Our aim is to work to close any gap and ensure students' rates of progress are similar.

Progress we are making on this objective:

Initial identification of vulnerable groups is based on primary transfer information and The Wren School baseline assessments.

An assistant headteacher (raising standards) leads on whole school approaches. Each department and teacher is expected to use data to identify appropriate differentiation approaches. The SENDCo deploys teaching assistants appropriately and monitors the impact of their intervention.

7: Information about staff demographics

Number of staff employed by the school:

Information on staff by protected characteristics

Ethnicity	White British = 57 Other white background = 10 Any Asian = 2 Any Mixed = 1 Unknown/Refused = 5
Disability	None
Gender	Male = 19, Female = 56
Age	20 - 29 = 18 30 - 39 = 16 40 - 49 = 30 50 - 59 = 10 60+ = 1
Religion	Not Known

Information on pregnancy and maternity

Pregnancy and maternity	Number of staff
Staff who are pregnant	1
Staff on maternity leave	1
Return to full-time work post maternity leave over the last year (as fraction of total reaching end of maternity leave over last year)	0
Flexible working post maternity leave over the last year (as fraction of total reaching end of maternity leave over last year)	0
Left post maternity leave over the last year (as % of total reaching end of maternity leave over last year)	0

Sensitive information on some staff with protected characteristics

We currently do not collect information from employees in relation to some protected characteristics, such as gender identity and sexual orientation. However we are aware that there may be equality issues for gay, lesbian and bisexual staff, as well as those who are undergoing or who have undergone a reassignment of their gender.

Part B: Further Equality information

Information about recruitment, retention, training, performance assessment, promotion, disciplinary action, redundancy and leavers

In October 2017, The Wren School employed 47 staff (13 male, 34 female). The number of staff has increased to 75 (19 male and 56 female) in December 2018. The overall gender balance is broadly similar. Sixteen additional teachers (some part-time) were recruited (3 male and 13 female) for September 2018.

Exit interviews were offered to relevant staff; these did not reveal any equality issues.

All staff participated in an annual appraisal cycle and all headteacher recommendations for pay progression were accepted by the Governors' Appraisal Committee. No disciplinary action was taken during the year.

Gender pay gap information

Staff salary range	M	F
UQT	2	4
Main Pay Range	7	12
Upper Pay Range	6	14
TLR Holders	8	15
Leadership Spine	1	3
Local government salary scale	3	23
Totals (Excluding TLR holders)	19	56

Grievances, including reported incidences of harassment

No reported grievances

Other organisations and groups we have worked with to increase equality of opportunity

Stonewall

ThinkUKnow

What staff have said about equality issues

No complaints received

Policies and programmes put in place to address equality concerns raised by staff and trade unions

N/A

December 2018