

The Wren School

Equality Information and objectives – November 2020

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: **909**

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 SEND: **159**

The different types of disabilities include:

• Attention deficit (hyperactivity) disorder	26
• Autistic Spectrum Disorder, including Asperger Syndrome	30
• Physical Disabilities	6
• Hearing Impairment	4
• Vision Impairment	5
• Social, Emotional and mental health	33
• Specific Learning Difficulties, including Dyslexia	18
• Moderate Learning Difficulties	22
• Speech, Language and Communication	30
• Other difficulties and Disabilities	4

Ethnicity

Categories	Male	Female	Total
Albanian	0	0	0
Any other Asian background	13	12	25
Any other black background	7	2	9
Any other ethnic group	2	2	4
Any other mixed background	18	7	25
Any other white background	43	31	74
Arab other	1	2	3
Bangladeshi	5	3	8
Black African	14	16	30
Black Congolese	0	1	1
Black Ghanaian	1	0	1
Black and another other ethnic group	1	4	5
Black Caribbean	10	5	15
Black European	0	2	2
Chinese	1	0	1
Chinese and any other ethnic group	1	0	1
Indian	18	20	38
Information not yet obtained	4	1	5
Lebanese	0	1	1
Nepali	2	3	5
Other Asian	2	4	6
Other black African	1	1	2
Other black	1	1	2
Other ethnic group	0	1	1
Other mixed background	2	8	10
Pakistani	43	33	76
Portuguese	1	1	2
Refused	3	2	5
Serbian	1	0	1
Turkish	2	0	2
White - British	209	193	412
White - Irish	0	1	1
White and any other ethnic group	3	0	3
White and Asian	17	6	23
White and black African	2	12	14
White and black Caribbean	25	22	47
White and Chinese	1	0	1
White eastern European	5	1	6
White European	27	11	38
White other	4	6	10

Religion and belief

Buddhist	11	Muslim	140	No religion	260
Christian	353	Sikh	15	Other religion	2
Hindu	38	Jewish	2	Unknown	117

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 2019 - 20	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)	110	80	190	20.9%
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	2	2	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)	2	3	5	0.55%

Students with Special Educational Needs (SEND)

	Number of students	Percentage (%) of school population
No Special Education Need	750	82.5%
SEN support	139	15.3%
School/Early years action	2	0.2%
Education, Health & Care Plan	18	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	184	137	321	35.3%
Number of students who are at an early stage of English language acquisition	5	6	11	1.2%

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

8

Service Children:

0

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.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers. We believe in ensuring that we identify and tackle the barriers to learning of all of our students, whilst acknowledging that we must tilt our thinking and focus towards disadvantaged and vulnerable students, and those with additional needs.

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.

We are committed in ensuring that all of our school practices and approaches are guided by firm principles which will determine our approach to working within our school community and enabling an open culture. To this end we will be publishing a new Equality and Diversity Policy in 2021 to guide these principles;

1. All pupils, families and staff are of equal value
2. We recognise and respect difference
3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging
4. We observe good equalities practice in relation to staff
5. We aim to reduce and remove inequalities and barriers that already exist
6. We consult and involve to ensure views are heard
7. We aim to foster greater community cohesion creating trusted community partnerships
8. We base our practices on sound evidence
9. We set ourselves specific and measurable equality objectives

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 2019 – 20.

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.....

We have ambitious and high expectations of all of our students, and aim to embed a values based culture centred around Nurture, Challenge and Inspire, with kindness at its core.

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

We intend that our policies, activities and curriculum foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals 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.

1. Improve and review student, staff and community voice, establishing clear lines of communication for all.
2. Establish a parent forum to discuss and share key changes and proposals.
3. Review all school policies to ensure that they match the vision and values of the school.
4. Establish Core Group Achievement Meetings with a focus on students with protected characteristics.

5: 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 groups is based on primary transfer information and The Wren School baseline assessments.

The leadership team lead 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.

6: Information about staff demographics

Number of staff employed by the school:

Information on staff by protected characteristics

Ethnicity	White British = 90 Other white background = 9 Any Asian = 2 Any Mixed = 1 Indian = 4 Pakistani = 4 Unknown/Refused = 3
Disability	1
Gender	Male = 28, Female = 75
Age	20 - 29 = 22 30 - 39 = 29 40 - 49 = 38 50 - 59 = 12 60+ = 2

Information on pregnancy and maternity

Pregnancy and maternity	Number of staff
Staff who are pregnant	1
Staff on maternity leave	0
Return to full-time work post maternity leave over the last year (as fraction of total reaching end of maternity leave over last year)	1
Flexible working post maternity leave over the last year (as fraction of total reaching end of maternity leave over last year)	0.2
Left post maternity leave over the last year (as % of total reaching end of maternity leave over last year)	0.4

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 August 2020, 13 members of staff left (6 male, 7 female). The Wren School appointed 18 new members of staff (7 male, 11 female) to start September 2020.

All staff participated in an annual appraisal cycle and all principal recommendations for pay progression were accepted by Excalibur's Staffing Committee.

Gender pay gap information

Staff salary range	M	F
UQT	1	3
Main Pay Range	14	20
Upper Pay Range	6	16
TLR Holders	10	22
Leadership Spine	2	3
Local government salary scale	4	34
Totals (Excluding TLR holders)	27	76

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 staff comments.

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

TWS Equal Opportunities Policy
Excalibur Academies Trust Employment Manual

November 2020