



# Equalities information 2018 / 19

The Public Sector Equality Duty 2011 has three aims under the general duty for schools/academies and settings:

- 1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.** By removing or minimising disadvantages suffered by people due to their protected characteristics.
- 2. Advance equality of opportunity between people who share a protected characteristic and those who do not.** By taking steps to meet the needs of protected groups where these are different from the needs of other people.
- 3. Foster good relations between people who share a protected characteristic and those who do not.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Our school has considered how well we currently achieve these aims with regard to the protected equality groups: race/disability/sex/gender reassignment/ age/pregnancy and maternity/ religion and belief/sexual orientation.

In compiling this equality information, we have:

- Identified evidence already in the school of equality within policies & practice and identified gaps
- Examined how our school engages with the protected groups, identifying where practice could be improved
- Analysed our effectiveness in terms of equality

## Summary of our equalities evidence

- In relation to RACE, the evidence we hold tells us: white/black Caribbean learners are slightly underachieving compared to other groups; participation in groups reflects the school profile in terms of ethnicity
- In relation to DISABILITY the evidence we hold tells us: learners with ADHD are making similar progress to those without; participation in groups reflects the school profile
- In relation to SEX, the evidence we hold tells us: girls are achieving better than boys; participation in groups reflects the school profile
- In relation to GENDER REASSIGNMENT, the evidence we hold tells us: we have no identified group
- In relation to AGE, the evidence we hold tells us: we do not discriminate in relation to age
- In relation to PREGNANCY & MATERNITY, the evidence we hold tells us: we do not discriminate
- In relation to RELIGION & BELIEF, the evidence we hold tells us: those with no religion are achieving slightly less than other groups; participation in groups reflects the school profile
- In relation to SEXUAL ORIENTATION, the evidence we hold tells us: we have no identified group

### **Summary of how we currently engage with protected groups**

- In relation to RACE, our self-evaluation tells us: we are engaging well with groups of different ethnicity but may need to find further ways to engage white/black Caribbean learners
- In relation to DISABILITY, our self-evaluation tells us: we are engaging and supporting well
- In relation to SEX, our self-evaluation tells us: girls are overachieving compared to boys in English and maths, but not in science; the small numbers may not be significant, but we will need to track and take action to redress if a trend continues
- In relation to GENDER REASSIGNMENT, our self-evaluation tells us: we have no identified group
- In relation to AGE, our self-evaluation tells us: we do not discriminate
- In relation to PREGNANCY & MATERNITY, our self-evaluation tells us: we do not discriminate
- In relation to RELIGION & BELIEF, our self-evaluation tells us: learners with no religion are under achieving so we should look at the curriculum for
- In relation to SEXUAL ORIENTATION, our self-evaluation tells us: we have no identified group

### **Summary of our Equality analysis (i.e. how effective and influential we think we currently are in achieving the 3 aims of this duty for each of the protected groups)**

- In relation to RACE, our judgement is: Outstanding
- In relation to DISABILITY, our judgement is: very good
- In relation to SEX, our judgement is: Outstanding
- In relation to GENDER REASSIGNMENT, our judgement is: not applicable at present
- In relation to AGE, our judgement is: very good
- In relation to PREGNANCY & MATERNITY, our judgement is: very good
- In relation to RELIGION & BELIEF, our judgement is: very good
- In relation to SEXUAL ORIENTATION, our judgement is: not applicable at present

## Learner profile 2016 - 2018

	2016/17	2017/18
PMLD Profound and Multiple Learning Difficulties	54.9% (41 pupils)	28.3% (39 pupils)
SLD Severe Learning Difficulties	58.2% (78 pupils)	71.7% (99 pupils)
EAL English as an Additional Language	7.5% (10 pupils)	5.8% (8 pupils)
FSM Free School Meals	17.2% (23 pupils)	16.6% (23 pupils)
ASC Autistic Spectrum Conditions	29.9% (40 pupils)	60.0% (82 pupils)
CLA Children Looked After	7.7% (5pupils)	4.3% (6 pupils)
GENDER Male	65.7% (88 pupils)	65.2% (90pupils)
GENDER Female	34.3% (46 pupils)	34.8% (48 pupils)

## Ethnicity

Any other Asian background	3.7% (5 pupils)	3.6% (5 pupils)
Any other Black background	1.5% (2 pupil)	1.4% (2 pupil)
Bangladeshi	2.2% (3 pupils)	0.7% (1 pupils)
Black - African	6.7% (9 pupils)	8% (11 pupils)
Pakistani	2.2% (3 pupils)	2.2% (3 pupils)
White – British	69% (93 pupils)	74.6% (103 pupils)
White and Black African	2.2% (3 pupil)	2.2% (3 pupil)
White Other	3.7% (5 pupils)	3.6% (5 pupils)
Chinese	0.75% (1 pupils)	0.0% (0 pupils)
Indian	3.7% (5 pupils)	2.9% (4 pupils)

## Free School Meals (FSM)

Grouping	England average 2013	January 2016
All Schools	18.3%	
All Special Schools	38.3	
Hertfordshire All Primary	11.1%	
Hertfordshire All Secondary	7.8%	
Hertfordshire Special Schools	28.5%	
Greenside	Jan 2013 - 29%	16%

## Numbers on roll

03/07/10 = 107

31/07/14 = 115

31/07/15 = 130

30/11/17 = 138

15/01/18 = 141

In April 2018 Greenside had 6 children looked after, 5 learners from out of county placements and 2 home schooled learners.

## Greenside School Equalities Plan 2018-19

Strand	Action	How will it be monitored?	Who is responsible?	When ?	Success indicators
All	Publish & promote the Equality plan through website ,	questions on parent/carer survey	Head	April 2018	Staff aware of policy parent/carers aware
	Policies to be reviewed/updated 3 yearly	practice matches policy	SLT/Govs	On-going	Staff using principles
All	Monitor and analyses learner achievement by race, gender and disability and act on any trends identified that require additional support	annual data pack including vulnerable groups	Deputy Heads	2 <sup>nd</sup> part of Autumn and Summer terms	Identified trends reported and actioned
All	Further develop the curriculum to promote diversity	Audit/subject monitoring learner survey	SLT	Ongoing	Audit shows positive role models from range of groups
	Ensure displays promote diversity - particular regard to white/black Caribbean	Learning walks	SLT	Termly learning walks	Evidence of range of positive models
All	Ensure all learners are given opportunities to make a positive contribution	Data analysis for groups e.g. choir	Deputy Heads	Weekly and termly opportunities	Structured and informal conversations with learners and Barnwell Ambassadors
All	Celebrate cultural events throughout the year to increase learner awareness	Learner survey	SLT	Plan termly	Learners show increased awareness
All	increase Governor awareness	DSP and safeguarding governor	SLT / GOV	Focus at GB meetings	Governors can recall principles

Race, Religion, Community cohesion	Develop link with partner school in Zimbabwe	Subject/Aspect monitoring	SLT	Audit as part of curricula planning	Sharing of work/experiences
Race	Identify, respond to & report racist /bullying incidents	Whole school survey	SLT	Promote tolerance daily	Returns to LA made
Gender	Monitor planning and practice across the whole curriculum.	Whole school survey	SLT	Plan in girl focused curriculum	Girls experience positive group time with peers
Gender	Experience anti-stereotypical gender roles	Whole school survey	SLT	Review curriculum planning	Visiting specialists reflect diversity
Disability	Further develop links within special school network/local agencies.	Whole school audit	SLT	Build in and extend opportunities to mix and meet others	Experiences are varied and positive for learners
Disability	Specialist advice & guidance from HI, VI, CAMS etc	provision maps	SLT	Extend staff skills and awareness build in CPD planning	Increased understanding of appropriate interventions
Disability	Develop person centered reviews where needs are complex	learner/parent/carer survey	Head	On an annual basis linked to learners' annual reviews	Learners & parent/carers respond positively

This Single Equalities Policy and Plan will be updated annually and action taken reported to the Governing Body at least annually and will be an integral part of the Headteacher's report to the Governing Body. The full policy and plan will be renewed and updated by April 2021.

April 2018