



Equality Duty Policy

Policy reviewed:	November 2020
Next review:	November 2021
Link Manager:	Ms O'Grady, Headteacher
Governor Committee:	Standard and Achievements

The General Equality Duty requires public authorities to have due regard to the need to:

- ✓ Eliminate discrimination, harassment and victimisation and any other conduct that is prohibited by or under the Act
- ✓ Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it
- ✓ Foster good relations between people who share a relevant protected characteristic and those who do not share it

As a school we are also required to follow the specific duties. This means we need to:

- ✓ Define one or more equality objectives that support the aims of the general duty (by 6th April 2012 and at least every four years thereafter)
- ✓ Ensure the objectives are specific and measurable
- ✓ Publish the objectives so that they are accessible to the public.

Our main aim as a school is to drive up standards and this includes narrowing gaps between identified groups. We recognise our duty in setting specific, measurable equality objectives and have included the following four objectives in our school development plan.

Equality Objectives for 2020-21

1. To address the annual fluctuations in the attainment and achievement of **boys and girls, particularly girls in maths**, and so ensure greater consistency across a range of measures including Progress 8, Attainment 8 and the Ebacc measure and the percentage achieving a good pass in both English and Maths.
2. To close the **disadvantaged** gap across a range of measures, **especially for High Level Learners**, including Progress 8, Attainment 8 and the Ebacc measure and the percentage of those achieving a good pass in both English and Maths.
3. To improve results for **White British** students across a range of measures including Progress 8, Attainment 8 and the % achieving a good pass in both English and Maths.
4. Further support the increasing number of **SEN students** in order that they achieve in line with **non-SEN counterparts** across a range of measures including Progress 8, Attainment 8 and the % achieving a good pass in both English and Maths by identifying and evaluating specific needs and effective interventions

Equality Objectives 2020-21: Review

Objective	Impact				Comment
<p>1. To address the annual fluctuations in the attainment and achievement of boys and girls, particularly girls in maths, and so ensure greater consistency across a range of measures including Progress 8, Attainment 8 and the Ebacc measure and the % achieving a good pass in both English and Maths.</p>	Progress 8:				<ul style="list-style-type: none"> • The overall Progress 8 gap between boys and girls is narrow. • The Progress 8 gap in Maths has continued to widen with boys now out-performing girls by more than half a grade in terms of progress.
	Year	Boys	Girls	Gap (Boys-Girls)	
	2020	0.26	0.25	0.01	
	2019	-0.06	0.03	-0.09	
	2018	0.23	0.33	-0.10	
	Progress 8 Maths:				
	Year	Boys	Girls	Gap (Boys-Girls)	
	2020	0.36	-0.24	0.60	
	2019	0.08	-0.45	0.53	
	2018	0.39	-0.09	0.48	

2. To close the **disadvantaged** gap across a range of measures, **especially for High Level Learners**, including Progress 8, Attainment 8 and the Ebacc measure and the % of those achieving a good pass in both English and Maths.

Progress 8:

Year	PP	Other	Gap (PP-Other)
2020	-0.26	0.60	-0.86
2019	-0.43	0.17	-0.60
2018	0.10	0.44	-0.34

Progress 8:

Year	HLL PP	HLL	Gap (HLL PP-HLL)
2020	-0.36	0.08	-0.44
2019	-0.87	-0.74	-0.13
2018	0.23	0.17	0.06

There is further work needed to close the disadvantaged gap as this has continued to widen with non-disadvantaged pupils now out-performing disadvantaged pupils by almost a whole grade in terms of progress.

The progress of HLL is also a priority for SHS. Although we can see that HLL PP to other HLL has a narrower gap- it is still almost half a grade

3. To improve results for White British students across a range of measures including Progress 8, Attainment 8 and the % achieving a good pass in both English and Maths.	Progress 8:				<ul style="list-style-type: none"> The Progress 8 gap between White British and other pupils narrowed between 2019 and 2020 but remains more than one grade.
	Year	White British	Other	Gap (White British-Other)	
	2020	-0.004	1.14	-1.144	
	2019	-0.40	1.36	-1.76	
	2018	0.14	0.78	-0.64	
4. Further support the increasing number of SEN students in order that they achieve in line with non-SEN counterparts across a range of measures including Progress 8, Attainment 8 and the % achieving a good pass in both English and Maths by identifying and evaluating specific needs and effective interventions	Year	SEN E	All	Gap (SEN E-All)	The Progress 8 gap between SEN E and All pupils narrowed between 2019 and 2020 but remains more than one grade.
	2020	-0.80	0.26	-1.06	
	2019	-2.90	-0.06	-2.84	
	2018	0.14	0.28	-0.14	The Progress 8 gap between SEN K and All pupils has narrowed over the last three years. However, SEN progress across the board remains a priority for school.
	Year	SEN K	All	Gap (SEN K-All)	
	2020	0.19	0.26	-0.07	
	2019	-0.24	-0.06	-0.18	
2018	-0.19	0.28	-0.47		

Stage 1: Understanding Our School Community – Students

Students on role as at 19th October 2020

Gender	
Girls	432 (46.6%)
Boys	495 (53.4%)

Using SIMS data the following information was available:

Ethnic Categories							
White British	586 (63.2%)	White & Black Caribbean	16 (1.7%)	Indian	16 (1.7%)	Any Other Black Background	23 (2.5%)
Irish	6 (0.7%)	White & Asian	10 (1.1%)	Pakistani	53 (5.7%)	Refugee	0
Any other white background	31 (3.3%)	White & Black African	8 (0.9%)	Bangladeshi	7 (0.8%)	Asylum Seeker	0
Traveller of Irish Heritage	0	Any Other Mixed Background	35 (3.8%)	Any other Asian background	28 (3%)	Any Other Ethnic Group	29 (3.1%)
Gypsy/Roma	1 (0.1%)	Chinese	19 (2.1%)	Black Caribbean	22 (2.4%)	Information Refused	2 (0.2%)
White European	31 (3.3% - White Other)	Any other Chinese background	0	Black African	34 (3.7%)	Information Not Obtained	1 (0.1%)

Comparison with LA demographics (%)

Ethnic Code	Ethnic group	No of Pupils	Trafford	Manchester	School
ABAN	Bangladeshi	7			0.8
AIND	Indian	16			1.7
AOTH	Any Other Asian Background	28			3.0
APKN	Pakistani	53			5.7
BAFR	Black-African	34			3.7
BCRB	Black Caribbean	22			2.4
BOTH	Any Other Black Background	23			2.5
CHNE	Chinese	19			2.1
MOTH	Any Other Mixed Background	35			3.8
MWAS	White & Asian	10			1.1
MWBA	White & Black African	8			0.9
MWBC	White & Black Caribbean	16			1.7
NOBT	Information Not Yet Obtained	1			0.1
OOTH	Any Other Ethnic Group	29			3.1
REFU	Refused	2			0.2
WBRI	White British	586			63.2
WIRI	White Irish	6			0.7
WOTH	Any Other White Background	31			3.3

Figures show that Sale High School has a wider ethnic diversity than Trafford itself. This is particularly true of the immediate local community.

Disability Categories				
% identified (24%)				Speech, Language and Communication Needs (27)
Autistic Spectrum Disorder (12)		Other Difficulty/Disability (10)		Specific Learning Difficulty (27)
Hearing Impairment (6)		Physical Disability (3)		Visual Impairment (2)
Moderate Learning Difficulty (62)		Profound & Multiple Learning Difficulty (0)		Severe Learning Difficulty (1)
SEN support but no specialist assessment of need type (19)		Social, Emotional and Mental Health (52)		Behaviour, Emotional and Social Difficulty (1)

SEN	Percentage (%)	Actual No.
No Specified SEN	78.4%	727
EHCP	4.9%	45
SEN support	11.7%	108

First Language*					
Arabic	29	English	746	Romanian	6
Believed Other than English	7	Other than English	16	Urdu	30
Believed to be English	9	Persian/Farsi	5		
Chinese	17	Polish	7		

*Largest groups shown

Stage 2: Understanding the Information Gathered

The school uses the information and data we have to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics. The following represent the areas that we regularly monitor in terms of the protected characteristics:

- ✓ Attainment
- ✓ Attendance
- ✓ Exclusions (both internal and fixed term)
- ✓ Racist related incidents
- ✓ Sexual/gender related incidents

Other areas that have been identified include:

- ✓ Participation in school activities
- ✓ Representation on school bodies e.g. school council, student leaders
- ✓ Rewards and sanctions

Admissions We collect diversity data during the admission process which relates to some of the protected characteristics. These are gender, SEN, ethnicity and religion. Information on disability is processed as part of transition from Year 6 to Year 7.

Equality Objective: 1

To address the annual fluctuations in the attainment and achievement of boys and girls, particularly girls in maths, and so ensure greater consistency across a range of measures including Progress 8, Attainment 8 and the Ebacc measure and the percentage achieving a good pass in both English and Maths

Why:

The overall gap for P8 between boys and girls is narrow and has become progressively narrower over the last three years. However, the P8 gap between boys and girls in maths has widened. This runs counter to the pattern in girls' achievement we see across the curriculum. We would be doing our girls a huge disservice if this gap were not addressed and they were not supported to achieve as well in maths as they are elsewhere.

How: the maths department to work on assessment so it is more 'girl friendly' and supportive whilst remaining robust. Track the performance of gender groups (4 data entry points, tracking meetings, MLL DSEFs, QA Programme) and identify appropriate interventions. Maths staff asked to ensure they target gender through their Venn diagrams. Staff held to account for performance of girls at data meetings for maths. Intervention to target girls' achievement in maths. To target STEM opportunities across school.

Outcomes: As measured on IDSR

Equality Objective: 2

To close the disadvantaged gap across a range of measures, especially for High Level Learners, including Progress 8, Attainment 8 and the Ebacc measure and the percentage of those achieving a good pass in both English and Maths.

Why: There is further work needed to close the disadvantaged gap. The combination of disadvantage with another need adds to the complex needs of the cohort. Attendance can be a contributory factor.

How: Track the performance of disadvantaged students who are HLL (4 data entry points, tracking meetings, MLL DSEFs, QA programme) and identify appropriate interventions. All additional enrichment, such as Sale Scholars, careers, aspiration raising, extracurricular and rewards to target HLL who are also from key groups- PP, and White British. These students to be tracked for attendance.

All teaching staff will be asked to identify key students that are 'doubly disadvantaged' to include PP status and HLL on their Venn diagrams. Staff will present their strategies and the impact of interventions at data meetings. Interventions will be quality assured through learning walks. Staff training will focus on working with disadvantage students and the range of effective strategies to use.

Outcomes: IDSR

Equality Objective: 3

To improve results for White British students across a range of measures including Progress 8, Attainment 8 and the percentage achieving a good pass in both English and maths.

Why: The majority of our students are white British. Although the achievement gap narrowed for them from 2019 to 20, they still perform at a grade below non White British.

How: Many of our White British students face double disadvantage, we need to fully understand the context of our white British students and work on individual strategies for them. 36% of white British students are eligible for the Pupil Premium. How many of our female students underachieving in maths are also white British? **We will ensure that White British students are targeted on Venn diagrams.** Staff will be asked to track their performance (4 data entry points, data tracking meetings, DSEFs, QA programme) and identify appropriate interventions. SLT will monitor this and hold staff to account through data meetings

Outcomes: IDSR

Equality Objective: 4

Further support the increasing number of SEN students in order that they achieve in line with non-SEN counterparts across a range of measures including Progress 8, Attainment 8 and the % achieving a good pass in both English and maths by identifying and evaluating specific needs and effective interventions.

Why: Gaps for both SENE and SENK have narrowed in the last two years. We are particularly pleased with the impact for SENK, which has improved by half a grade. However, the gap for SEN E is still a grade plus.

How: Under COVID it is particularly important that staff are developing new ways of working. Traditional 1 to 1 support, close working and support from an intervention leader has changed given social distancing. The school will undertake work on differentiation and how to best utilise the support of ILs, ensuring all staff are trained in new approaches. QA will monitor impact and quality of provision.

Outcomes: IDSR