



# Equality Duty Policy

Policy reviewed:	November 2021
Next review:	November 2022
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 6<sup>th</sup> 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 2021-22**

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 <b>boys and girls, particularly girls in maths</b>, 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"> <li>The overall Progress 8 gap between boys and girls is <b>more than half a grade.</b></li> <li>The Progress 8 gap in Maths <b>was widening but narrowed significantly in 2021.</b></li> </ul>
	Year	Boys	Girls	Gap (Boys-Girls)	
	2021	0.09	0.72	-0.63	
	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)	
	2021	0.18	0.15	0.03	
	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)
2021	-0.04	0.60	-0.64
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)
2021	-0.21	0.09	-0.30
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 **more than half a 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 a third of a grade

3. To improve results for <b>White British</b> 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"> <li>The Progress 8 gap between White British and other pupils narrowed between 2019 and 2021 but remains more than half a grade.</li> </ul>
	Year	White British	Other	Gap (White British-Other)	
	2021	0.27	0.83	-0.56	
	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 <b>SEN students</b> in order that they achieve in line with <b>non-SEN counterparts</b> 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 2021 (but was more than one grade in 2020).
	2021	0.22	0.41	-0.19	
	2020	-0.80	0.26	-1.06	
	2019	-2.90	-0.06	-2.84	
	2018	0.14	0.28	-0.14	
	Year	SEN K	All	Gap (SEN K-All)	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.
	2021	0.47	0.41	0.06	
	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 18<sup>th</sup> October 2021

Gender	
Girls	533 (52.7%)
Boys	478 (47.3%)

Using SIMS data the following information was available:

Ethnic Categories							
White British	654 (64.7%)	White & Black Caribbean	20 (2.0%)	Indian	18 (1.8%)	Any Other Black Background	18 (1.8%)
Irish	6 (0.6%)	White & Asian	12 (1.2%)	Pakistani	58 (5.7%)	Refugee	0
Any other white background	25 (2.5%)	White & Black African	12 (1.2%)	Bangladeshi	5 (0.5%)	Asylum Seeker	0
Traveller of Irish Heritage	0	Any Other Mixed Background	26 (2.6%)	Any other Asian background	29 (2.9%)	Any Other Ethnic Group	26 (2.6%)
Gypsy/Roma	1 (0.1%)	Chinese	30 (3.0%)	Black Caribbean	24 (2.4%)	Information Refused	1 (0.1%)
White European	25 (2.5% - White Other)	Any other Chinese background	0	Black African	34 (3.4%)	Information Not Obtained	2 (0.2%)

## Comparison with LA demographics (%)

Ethnic Code	Ethnic group	No of Pupils	Trafford	Manchester	School
ABAN	Bangladeshi	5			0.5
AIND	Indian	18			1.8
AOTH	Any Other Asian Background	29			2.9
APKN	Pakistani	58			5.7
BAFR	Black-African	34			3.4
BCRB	Black Caribbean	24			2.4
BOTH	Any Other Black Background	18			1.8
CHNE	Chinese	30			3.0
MOTH	Any Other Mixed Background	26			2.6
MWAS	White & Asian	12			1.2
MWBA	White & Black African	12			1.2
MWBC	White & Black Caribbean	20			2.0
NOBT	Information Not Yet Obtained	2			0.2
OOTH	Any Other Ethnic Group	26			2.6
REFU	Refused	1			0.1
WBRI	White British	654			64.7
WIRI	White Irish	6			0.6
WOTH	Any Other White Background	25			2.5

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 (23%)				Speech, Language and Communication Needs (45)
Autistic Spectrum Disorder (14)		Other Difficulty/Disability (11)		Specific Learning Difficulty (40)
Hearing Impairment (5)		Physical Disability (8)		Visual Impairment (1)
Moderate Learning Difficulty (72)		Profound & Multiple Learning Difficulty (0)		Severe Learning Difficulty (1)
SEN support but no specialist assessment of need type (3)		Social, Emotional and Mental Health (82)		Behaviour, Emotional and Social Difficulty (2)

SEN	Percentage (%)	Actual No.
No Specified SEN	82.9%	838
EHCP	3.4%	34
SEN support	13.7%	139

First Language*					
Arabic	30	English	819	Romanian	5
Believed Other than English	7	Other than English	19	Urdu	28
Believed to be English	6	Persian/Farsi	6	Kurdish	6
Chinese	29	Polish	8	Panjabi	5
Russian	6				

\*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 continues to fluctuate. In 2020-21 we saw girls' performance outstripping boys': so girls P8 was 0.72 and boys' P8 0.09. However, P8 national average for boys is -0.25 and girls 0.22. We are therefore, above national average for both boys' and girls' P8, However, last year we had a larger gap than national. The reason, it could be suggested, lies with the teacher assessed grade system which had a more modular approach which we know girls achieve better on than boys.

For maths, the P8 gap between boys and girls continues to fluctuate. Whilst boys have always been above the national average for P8, girls on a three trend 2018-2020, have been below. In 2021, the national average for boys P8 in maths was 0.00, for girls -0.05. At SHS in 2021, P8 for boys in maths was 0.18 and girls 0.15. Our results in 2021 ran counter to our normal trend with girls above national average. However, given the extraordinary circumstances surrounding assessment in 2021, girls' progress in maths against boys will continue to be an equality objective.

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

**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 gap nationally is 0.57. At SHS our gap has been larger than this. This is due to the fact that although progress for pupil premium at Sale High School has always been above national average we continue to be well above national average for 'other'. Therefore, our gap between disadvantaged and other is larger.

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. We will target and 'over represent' disadvantaged students and those from key groups for any additional enrichment, such as Sale Scholars, careers opportunities, aspiration raising, extracurricular clubs and rewards. These students will also 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. We will consciously work to 'over represent' disadvantaged students to support their progress.

**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 2021, they still perform at half 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. 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. We will look at extending opportunities such as the Football Beyond Boundaries initiative to engage and motivate White British students

**Outcomes:** IDSR

### **Equality Objective: 4**

**To 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 continued to narrow in the last four years. We are particularly pleased with the impact for SENK, which has improved by over half a grade. The gap for SEN E has reduced and progress for SEN E has improved.

**How:** School will continue to focus on high quality first wave teaching. We are introducing increased intervention in English and maths. The school will also review its SEN provision as absolute numbers of SEN students grow in school.

**Outcomes:** IDSR