



# Equality Duty Policy

|                     |                           |
|---------------------|---------------------------|
| Policy reviewed:    | November 2022             |
| Next review:        | November 2023             |
| 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 2022-23**

1. To address the fluctuations in the attainment and achievement of groups in maths **particularly girls in maths**, and so ensure greater consistency across a range of measures including Progress 8, Attainment 8.
2. To close the **disadvantaged** gap across a range of measures, **especially for High Level Learners**, including Progress 8, Attainment 8.
3. 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 effective interventions.

## Equality Objectives 2020-21: Review

| Objective | Impact | Comment |
|-----------|--------|---------|
|-----------|--------|---------|

|   |                   |        |      |          |                     |        |      |          |  |
|---|-------------------|--------|------|----------|---------------------|--------|------|----------|--|
| 1. To address the fluctuations in the attainment and achievement of groups in maths particularly girls in maths, and so ensure greater consistency across a range of measures including Progress 8, Attainment 8. | Progress 8 Maths: |        |      |          | Attainment 8 Maths: |        |      |          | <p>Boys progress has been above or inline with national, although the girls are significantly below this figure at -0.7. 2022 attainment for maths is in line with national, girls do less well.</p> <p>Progress for maths in 2022 was significantly below national Mathematics has a negative progress mainly affected by 5+ grades for the middle and high prior attainers. Attainment and progress is high for low prior attainers.</p> <p>Disadvantaged progress is close to national and has been above in 2018. The national picture is expected to change and we are expected to be above national. Disadvantaged attainment is greater than national. EHCP progress has increased but SEND do less well.</p> <p>Extra support for the department is in place as well as being addressed in the SIP and DIP. An SLE is now in place to further support the department. There has been recent assessment changes, maths clubs aimed at girls. High prior attainers have the opportunity to study further maths and take part in the scholar programme.</p> |
|   | Year              | Group  | SHS  | National | Year                | Group  | SHS  | National |  |
|   | 2022              | Boys   | 0.0  | 0.0      | 2022                | Boys   | 9.5  | 9.0      |  |
|   | 2022              | Girls  | -0.7 | 0.0      | 2022                | Girls  | 8.2  | 9.1      |  |
|   |                   | Gap    | 0.6  | 0.0      |                     | Gap    | 1.3  | -0.1     |  |
|   | 2019              | Boys   | 0.1  | 0.0      | 2019                | Boys   | 9.3  | 9.0      |  |
|   | 2019              | Girls  | -0.5 | 0.0      | 2019                | Girls  | 8.8  | 9.1      |  |
|   |                   | Gap    | 0.5  | 0.0      |                     | Gap    | 0.5  | -0.1     |  |
|   | 2018              | Boys   | 0.4  | 0.0      | 2018                | Boys   | 9.4  | 9.0      |  |
|   | 2018              | Girls  | -0.1 | -0.1     | 2018                | Girls  | 8.7  | 9.1      |  |
|   |                   | Gap    | 0.5  | 0.1      |                     | Gap    | 0.7  | -0.1     |  |
|   | 2022              | PP     | -0.5 | -0.4     | 2022                | PP     | 7.7  | 7.0      |  |
|   | 2022              | Other  | -0.2 | 0.1      | 2022                | Other  | 9.7  | 9.8      |  |
|   |                   | Gap    | -0.3 | -0.5     |                     | Gap    | -2.0 | -2.8     |  |
|   | 2019              | PP     | -0.6 | -0.4     | 2019                | PP     | 7.6  | 7.0      |  |
|   | 2019              | Other  | 0.0  | 0.1      | 2019                | Other  | 9.8  | 9.8      |  |
|   |                   | Gap    | -0.5 | -0.5     |                     | Gap    | -2.2 | -2.8     |  |
|   | 2018              | PP     | -0.1 | -0.4     | 2018                | PP     | 8.0  | 7.0      |  |
|   | 2018              | Other  | 0.3  | 0.1      | 2018                | Other  | 9.8  | 9.1      |  |
|   |                   | Gap    | -0.4 | -0.5     |                     | Gap    | -1.8 | -2.1     |  |
|   | 2022              | Low    | 0.5  | -0.2     | 2022                | Low    | 6.3  | 3.4      |  |
|   | 2022              | Middle | -0.6 | 0.0      | 2022                | Middle | 8.6  | 7.6      |  |
|   | 2022              | High   | -0.9 | 0.0      | 2022                | High   | 11.8 | 12.2     |  |
|   | 2019              | Low    | 1.8  | -0.2     | 2019                | Low    | 7.4  | 3.4      |  |
|   | 2019              | Middle | 0.1  | 0.0      | 2019                | Middle | 7.8  | 7.6      |  |
|   | 2019              | High   | -0.7 | 0.0      | 2019                | High   | 10.0 | 12.2     |  |
|   | 2018              | Low    | 0.3  | -0.1     | 2018                | Low    | 4.9  | 3.7      |  |
|   | 2018              | Middle | 0.2  | 0.0      | 2018                | Middle | 8.2  | 7.7      |  |
|   | 2018              | High   | 0.0  | 0.0      | 2018                | High   | 11.8 | 12.3     |  |
|   | 2022              | SEN E  | 0.7  | 0.0      | 2022                | SEN E  | 6.9  | 9.1      |  |
|   | 2022              | SEN K  | -0.8 | 0.0      | 2022                | SEN K  | 4.9  | 9.1      |  |
|   | 2019              | SEN E  | -2.3 | 0.0      | 2019                | SEN E  | 2.0  | 9.1      |  |
|   | 2019              | SEN K  | -0.3 | 0.0      | 2019                | SEN K  | 6.4  | 9.1      |  |
|   | 2018              | SEN E  | 0.3  | 0.0      | 2018                | SEN E  | 4.0  | 9.0      |  |
|   | 2018              | SEN K  | -0.3 | 0.0      | 2018                | SEN K  | 4.7  | 9.0      |  |

2. To close the **disadvantaged** gap across a range of measures, **especially for High Level Learners, and white British**, including Progress 8, Attainment 8.

Progress 8:

| Year | PP    | Other | Gap (PP-Other) | PP National | Other National | Gap (PP National - Other National) |
|------|-------|-------|----------------|-------------|----------------|------------------------------------|
| 2022 | -0.41 | 0.00  | -0.41          | -0.56       | N/A            | N/A                                |
| 2019 | -0.43 | 0.17  | -0.60          | -0.45       | 0.13           | -0.58                              |
| 2018 | 0.10  | 0.44  | -0.34          | -0.44       | 0.13           | -0.57                              |

Attainment 8:

| Year | PP   | Other | Gap (PP-Other) | PP National | Other National | Gap (PP National - Other National) |
|------|------|-------|----------------|-------------|----------------|------------------------------------|
| 2022 | 40.9 | 51.5  | -10.5          | 37.4        | N/A            | N/A                                |
| 2019 | 40.8 | 51.5  | -10.8          | 36.7        | 50.3           | -13.6                              |
| 2018 | 43.5 | 51.6  | -8.1           | 36.7        | 50.1           | -13.4                              |

- There is further work needed to close the disadvantaged gap, although a trend showing the gap decreasing.
- PP progress is above national averages.
- SHS 2022 attainment for PP is above NA.
- The school continues to priorities the disadvantaged as the cohort still is above national average and has a in significantly deprived cohort. (IDSR)

Progress 8:

| Year | HLL PP | HLL   | Gap (HLL PP-HLL) |
|------|--------|-------|------------------|
| 2022 | -1.04  | -0.55 | -0.48            |
| 2019 | -0.87  | -0.74 | -0.13            |
| 2018 | 0.23   | 0.17  | 0.06             |

Attainment 8:

| Year | HLL PP | HLL  | Gap (HLL PP-HLL) |
|------|--------|------|------------------|
| 2022 | 54.8   | 63.0 | -8.2             |
| 2019 | 48.8   | 52.5 | -3.7             |
| 2018 | 61.8   | 60.8 | 1.1              |

- The progress of HLL is also a priority for SHS - it is still almost half a grade below where expected nationally.
- In 2022 maths and the open buckets were identified as significantly below the national picture for high prior attainers
- The open bucket in 2022 had RE removed from schools figures as they were entered a year early with TAGs.
- Attainment for HLL is increasing and is close to national averages (this was 61 in 2019)
- HLL PP A8 is more variable.

Progress 8:

| Year | White British | Other | Gap (White British-Other) |
|------|---------------|-------|---------------------------|
| 2022 | -0.53         | 0.72  | -1.25                     |
| 2019 | -0.40         | 1.36  | -1.76                     |
| 2018 | 0.14          | 0.78  | -0.64                     |

Attainment 8:

| Year | White British | Other | Gap (White British-Other) |
|------|---------------|-------|---------------------------|
| 2022 | 43.0          | 55.7  | -12.8                     |
| 2019 | 45.5          | 53.4  | -7.9                      |
| 2018 | 45.8          | 53.7  | -7.9                      |

- The Progress 8 gap between White British is wide and over a full grade. This group has previously been positive or close to positive in 2018, 2020 and 2021.
- A gap has arisen in progress and attainment in 2022, similar to the national picture and a high % of these students are also PP.
- 57% of Y11 PP students in 2022 were also White British.

3 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 effective interventions.

Progress 8:

| Year | SEN E | All   | Gap (SEN E-All) |
|------|-------|-------|-----------------|
| 2022 | 0.47  | -0.16 | 0.63            |
| 2019 | -2.90 | -0.06 | -2.84           |
| 2018 | 0.14  | 0.28  | -0.14           |

| Year | SEN K | All   | Gap (SEN K-All) |
|------|-------|-------|-----------------|
| 2022 | -1.00 | -0.16 | -0.84           |
| 2019 | -0.24 | -0.06 | -0.18           |
| 2018 | -0.19 | 0.28  | -0.47           |

Attainment 8:

| Year | SEN E | All  | Gap (SEN E-All) |
|------|-------|------|-----------------|
| 2022 | 34.3  | 47.5 | -13.2           |
| 2019 | 12.0  | 47.5 | -35.5           |
| 2018 | 23.0  | 48.0 | -25.0           |

Progress 8

| Year | SEN K | All  | Gap (SEN K-All) |
|------|-------|------|-----------------|
| 2022 | 26.1  | 47.5 | -21.4           |
| 2019 | 33.5  | 47.5 | -14.0           |
| 2018 | 27.9  | 48.0 | -20.1           |

- The Progress 8 gap between SEN E and All pupils has narrowed. This group made significant progress in 2022. The school has a cohort for EHCP that is well above average
- SEND progress across the board remains a priority for school and risen for the 2022 cohort. This cohort is above average.
- The attainment has improved for SEN E and hence the gap decreased for this group
- SEN K were improving but returning to the exams has had an impact and the gaps have returned with a low A8 in 2022. This cohort had a primary need for social, emotional and mental health. Extra pastoral staff, school counsellors and ELSAs have been employed to support these needs.



## Stage 1: Understanding Our School Community – Students

### School characteristics

|                       | 2020                   | 2021                   | 2022                   |
|-----------------------|------------------------|------------------------|------------------------|
| School number on roll | Below average 841      | Close to average 926   | Close to average 1011  |
| School % FSM          | Above average 35       | Above average 34       | Above average 32       |
| School % SEND support | Close to average 11    | Close to average 13    | Above average 14       |
| School % EHC plan     | Well above average 3.9 | Well above average 3.3 | Well above average 3.4 |
| School % EAL          | Above average 19       | Above average 18       | Above average 19       |
| School % stability    | Well below average 87  | Well below average 86  | Well below average 88  |

Source: IDSR (2022)

Students on role as at 31<sup>st</sup> October 2022

| Gender |                              |
|--------|------------------------------|
| Girls  | <b>532</b><br><b>(52.0%)</b> |
| Boys   | <b>492</b><br><b>(48.0%)</b> |

Using SIMS data the following information was available:

| Ethnic Categories           |                                |                              |                            |                            |                            |                            |                            |
|-----------------------------|--------------------------------|------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| White British               | <b>649</b><br><b>(63.4%)</b>   | White & Black Caribbean      | <b>22</b><br><b>(2.1%)</b> | Indian                     | <b>32 (3.1%)</b>           | Any Other Black Background | <b>8</b><br><b>(0.8%)</b>  |
| Irish                       | <b>3</b><br><b>(0.3%)</b>      | White & Asian                | <b>14</b><br><b>(1.4%)</b> | Pakistani                  | <b>55</b><br><b>(5.4%)</b> | Refugee                    | <b>0</b>                   |
| Any other white background  | <b>22</b><br><b>(2.1%)</b>     | White & Black African        | <b>17</b><br><b>(1.7%)</b> | Bangladeshi                | <b>4</b><br><b>(0.4%)</b>  | Asylum Seeker              | <b>0</b>                   |
| Traveller of Irish Heritage | <b>0</b>                       | Any Other Mixed Background   | <b>26</b><br><b>(2.5%)</b> | Any other Asian background | <b>15</b><br><b>(1.5%)</b> | Any Other Ethnic Group     | <b>32</b><br><b>(3.1%)</b> |
| Gypsy/Roma                  | <b>1 (0.1%)</b>                | Chinese                      | <b>49</b><br><b>(4.8%)</b> | Black Caribbean            | <b>22</b><br><b>(2.1%)</b> | Information Refused        | <b>1</b><br><b>(0.1%)</b>  |
| White European              | <b>22 (2.1% - White Other)</b> | Any other Chinese background | <b>0</b>                   | Black African              | <b>46</b><br><b>(4.5%)</b> | Information Not Obtained   | <b>4</b><br><b>(0.4%)</b>  |

## Comparison with LA demographics (%)

| Ethnic Code | Ethnic group                 | No of Pupils | Trafford | Manchester | School      |
|-------------|------------------------------|--------------|----------|------------|-------------|
| <b>ABAN</b> | Bangladeshi                  | <b>4</b>     |          |            | <b>0.4</b>  |
| <b>AIND</b> | Indian                       | <b>32</b>    |          |            | <b>3.1</b>  |
| <b>AOTH</b> | Any Other Asian Background   | <b>15</b>    |          |            | <b>1.5</b>  |
| <b>APKN</b> | Pakistani                    | <b>55</b>    |          |            | <b>5.4</b>  |
| <b>BAFR</b> | Black-African                | <b>46</b>    |          |            | <b>4.5</b>  |
| <b>BCRB</b> | Black Caribbean              | <b>22</b>    |          |            | <b>2.1</b>  |
| <b>BOTH</b> | Any Other Black Background   | <b>8</b>     |          |            | <b>0.8</b>  |
| <b>CHNE</b> | Chinese                      | <b>49</b>    |          |            | <b>4.8</b>  |
| <b>MOTH</b> | Any Other Mixed Background   | <b>26</b>    |          |            | <b>2.5</b>  |
| <b>MWAS</b> | White & Asian                | <b>14</b>    |          |            | <b>1.4</b>  |
| <b>MWBA</b> | White & Black African        | <b>17</b>    |          |            | <b>1.7</b>  |
| <b>MWBC</b> | White & Black Caribbean      | <b>22</b>    |          |            | <b>2.1</b>  |
| <b>NOBT</b> | Information Not Yet Obtained | <b>4</b>     |          |            | <b>0.4</b>  |
| <b>OOth</b> | Any Other Ethnic Group       | <b>32</b>    |          |            | <b>3.1</b>  |
| <b>REFU</b> | Refused                      | <b>1</b>     |          |            | <b>0.1</b>  |
| <b>WBRI</b> | White British                | <b>649</b>   |          |            | <b>63.4</b> |
| <b>WIRI</b> | White Irish                  | <b>3</b>     |          |            | <b>0.3</b>  |
| <b>WOTH</b> | Any Other White Background   | <b>22</b>    |          |            | <b>2.1</b>  |

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 ( <b>23.2%</b> )                             |  |   |  | Speech, Language and Communication Needs (50)  |
| Autistic Spectrum Disorder (14)                           |  | Other Difficulty/Disability (11)            |  | Specific Learning Difficulty (41)              |
| Hearing Impairment (6)                                    |  | Physical Disability (10)                    |  | Visual Impairment (1)                          |
| Moderate Learning Difficulty (68)                         |  | Profound & Multiple Learning Difficulty (0) |  | Severe Learning Difficulty (1)                 |
| SEN support but no specialist assessment of need type (5) |  | Social, Emotional and Mental Health (86)    |  | Behaviour, Emotional and Social Difficulty (1) |

| SEN              | Percentage (%) | Actual No. |
|------------------|----------------|------------|
| No Specified SEN | 82.6%          | 846        |
| EHCP             | 4.0%           | 41         |
| SEN support      | 13.4%          | 137        |

| First Language*             |    |                    |     |          |    |
|-----------------------------|----|--------------------|-----|----------|----|
| Arabic                      | 26 | English            | 823 | Romanian | 4  |
| Believed Other than English | 8  | Other than English | 32  | Urdu     | 21 |
| Believed to be English      | 6  | Persian/Farsi      | 4   | Kurdish  | 5  |
| Chinese                     | 42 | Polish             | 6   | Panjabi  | 4  |
| 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 fluctuations in the attainment and achievement of groups in maths **particularly girls in maths**, and so ensure greater consistency across a range of measures including Progress 8, Attainment 8.

### Why:

Mathematics attainment and progress is significantly below average for many groups particularly girls, middle and high prior attainers.

**How:** the maths department is to work on assessment so it is more 'girl friendly' and supportive whilst remaining robust. Track the performance of gender groups (2/3 data entry points, tracking meetings, MLL DSEFs, QA Programme) and identify appropriate interventions. To create a culture of purpose and success across the department. 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 particular for girls. Ensure students have the foundations of mathematical concepts that can then lead to challenge with examination preparation and thinking. Students have the opportunity to study further maths and take part in the scholars programme.

**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.

**Why:** The school deprivation is in the 4<sup>th</sup> quintile and has an above average disadvantaged. Even though progress and attainment is in line with national 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. Within the disadvantaged group high prior attainers do less well.

**How:** Track the performance of disadvantaged students who are HLL (3 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. 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.

Staff will be asked to track their performance (3 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 3:**

**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 EHCP have narrowed in the last few years however SEND support still remains a concern. The school context has above average number of students. Primary needs include social, emotional, and mental health.

**How:** The school will undertake work on adaptive first quality teaching 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 particularly for SEND. Social, emotional and mental health is being addressed through additional ELSA support, extra pastoral staff and additional school counsellors .

**Outcomes:** IDSR