



Equality Duty Policy

Policy reviewed:	November 2024
Next review:	September 2025
Link Manager:	Mr A Rogers, 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 2023-24

1. To address the achievement of **girls (particularly in maths and Physics)** and ensure greater consistency across a range of measures including Progress 8 and Attainment 8.
2. To close the **disadvantaged** gap across a range of measures, including Progress 8 and Attainment 8.
3. **Students with SEND** to achieve in line with non-SEND students across a range of measures including Progress 8 and Attainment 8.

Review of Equality Objectives 2023-24

1. To address the achievement of **girls (particularly in maths and Physics)** and ensure greater consistency across a range of measures including Progress 8 and Attainment 8.

The data below shows the maths and Physics data for males and females

Maths P8									
Gender	SHS 2024	SHS 2023	National 2023	SHS 2022	National 2022	SHS 2019	National 2019	SHS 2018	National 2018
Boys	-0.03	0.23	0.09	0.00	0.04	0.10	-0.02	0.40	0.00
Girls	-0.53	-0.61	-0.14	-0.70	-0.09	-0.50	-0.02	-0.10	-0.10
Gap	-0.5	-0.84	-0.23	-0.70	-0.13	-0.60	0.00	-0.50	-0.10

23/24

Physics	9 %	9 - 7 %	9 - 5 %	9 - 4 %	9 - 1 %	Total Grades	Average Grade	Average Points	Residual	Subject Progress Index
Males	16	44	84	92	100	25	6	6.32	0.38	0.63
Females	13	25	67	92	100	24	6	5.5	-0.46	-0.55
Gap	-3	-19	-16	0	0			-0.82	-0.84	-1.08

22/23

Physics	9 %	9 - 7 %	9 - 5 %	9 - 4 %	9 - 1 %	Total Grades	Average Grade	Average Points	Residual	Subject Progress Index
Males	4	36	80	100	100	25	6	6	-0.07	0.16
Females	3	10	48	81	97	31	5	4.61	-0.92	-1.05
Gap	-1	-26	-32	-19	-3			-1.39	-0.85	-1.21

Headlines

- Maths
 - Slight improvement for females progress in maths, but a drop for males.
 - Gap has narrowed but still improvement needed.
- Physics
 - Improvement in average points, residual score and SPI for females vs 22/23
 - Gap reduced in average points vs 22/23 but still remains in residual and SPI – though some of this attributable to exceptional performance by males in 23/24

2. To close the **disadvantaged** gap across a range of measures, including Progress 8 and Attainment 8.

Progress 8									
PP	SHS 2024	SHS 2023	National 2023	SHS 2022	National 2022	SHS 2019	National 2019	SHS 2018	National 2018
PP	-0.55	-0.48	-0.57	-0.41	-0.55	-0.43	-0.45	0.10	-0.44
Non PP	0.13	0.20	0.17	0.00	0.15	0.17	0.13	0.44	0.13
GAP	-0.68	-0.68	-0.74	-0.41	-0.70	-0.60	-0.58	-0.34	-0.57
PP HPA	SHS 2024	SHS 2023	SHS 2022	SHS 2019	SHS 2018				
PP HPA	-0.93	-0.97	-1.04	-0.87	0.23				
Non PP HPA	0.092	0.00	-0.55	-0.74	0.17				
Gap	-1.022	-0.97	-0.49	-0.13	0.06				
PP WBB	SHS 2024	SHS 2023	SHS 2022	SHS 2019	SHS 2018				
PP WBB	-0.72	-0.64	-0.53	-0.40	0.14				
Non PP WBB	-0.37	0.12	0.72	1.36	0.78				
Gap	-0.35	-0.76	-1.25	-1.76	0.64				

- PP progress is consistently above national average but the gap between PP and Non PP still remains. The gap remains smaller than national for 22/23.
- More specific strategies have been introduced to improve PP progress across subjects, with an increased focus in data and line management meetings.
- Gap is increasing between PP High Prior Attainers and Non PP High Prior Attainers, although there was a slight improvement in both.
- The progress gap between PP White British Boys (WBB) and non PP WBB is closing, but mainly due to a fall in Non PP White British progress. This will be a focus for improvement this academic year.

3. **Students with SEND** to achieve in line with non-SEND students across a range of measures including Progress 8 and Attainment 8.

Progress 8 Data by SEN Cohort - (Amount of students in brackets)

Year	SEN E	SEN K	No SEND	Gap (SEN K-Non)	Gap (SEN E-Non)
2024	-0.46 (5)	-0.42 (25)	-0.06 (153)	-0.36	-0.40
2023	0.76 (5)	-0.37 (19)	0.02 (174)	-0.39	0.74
2022	0.43 (7)	-1.02 (26)	-0.06 (165)	-0.96	0.49
2019	-2.90 (2)	-0.24 (18)	0.04 (98)	-0.20	-2.84
2018	0.14 (2)	-0.19 (19)	0.38 (97)	-0.57	-0.24

- Students with EHCPs (E) perform lower on average than students with no SEND – this fluctuates year on year due to the small cohort numbers – 5 students last year.
- Students with SEN support (K) perform lower on average than students with no SEND, but the gap is continuing to close.
- There will be no progress measure in 24/25 but attainment of SEND continues to be a priority for school improvement in 24/25.

Attainment 8 Data by SEN Cohort – (Amount of students in brackets)

Year	SEN E KS2	SEN E	SEN K KS2	SEN K	No SEND KS2	No SEND
2024	94 (5)	27.80	99 (25)	32.29	106.5 (153)	52.06
2023	92 (5)	36.60	96 (19)	29.18	107 (174)	53.01
2022	87 (7)	34.04	96 (26)	26.03	104.5 (165)	51.41
2019	4.75 (2)	15.00	4.25 (18)	34.39	4.98 (98)	50.60
2018	3.05 (2)	23.00	3.91 (19)	27.92	4.86 (97)	52.48

Understanding Our School Community – Students

Data taken on 27th November 2024

	Year 7		Year 8		Year 9		Year 10		Year 11		All Years	
Pupils of this school	211		242		210		208		205		1076	
Male	50.71%	107	45.87%	111	49.52%	104	50.00%	104	53.66%	110	49.81%	536
Female	49.29%	104	54.13%	131	50.48%	106	50.00%	104	46.34%	95	50.19%	540

Key Pastoral Factors

	Year 7		Year 8		Year 9		Year 10		Year 11		All Years	
Current Pupils												
Free School Meals	18.96%	40	17.36%	42	24.29%	51	29.33%	61	28.29%	58	23.42%	252
English as Additional Language	18.01%	38	21.07%	51	20.00%	42	14.42%	30	20.98%	43	18.96%	204
Pupil Premium	18.96%	40	17.77%	43	26.19%	55	29.81%	62	29.27%	60	24.16%	260
Medical Condition	13.74%	29	19.83%	48	20.48%	43	20.67%	43	29.27%	60	20.72%	223
In Care	0.95%	2	0.41%	1	0.48%	1	0.48%	1			0.46%	5
Young Carer					0.48%	1			0.49%	1	0.19%	2
SEN Status	19.91%	42	15.29%	37	16.67%	35	11.06%	23	15.61%	32	15.71%	169
SEN Needs	24.17%	51	24.79%	60	26.19%	55	19.23%	40	21.95%	45	23.33%	251

School characteristics			
	2021	2022	2023
School number on roll	Close to average 926	Close to average 1011	Close to average 1017
School % FSM	Above average 34	Above average 32	Close to average 29
School % SEND support	Close to average 13	Above average 14	Close to average 13
School % EHC plan	Well above average 3.3	Well above average 3.4	Well above average 4
School % EAL	Above average 18	Above average 19	Above average 19
School % stability	Well below average 86	Below average 88	Below average 89

Source: *IDS*R (2023)

School Ethnicity Data

Ethnicity	Amt Students	% of Total
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Any other Asian background	32	3.0%
Any other Black background	2	0.2%
Any other ethnic group	19	1.8%
Any other mixed background	31	2.9%
Any other White background	25	2.3%
Bangladeshi	2	0.2%
Black - African	55	5.1%
Black Caribbean	9	0.8%
Chinese	72	6.7%
Indian	45	4.2%
Pakistani	49	4.6%
White - British	678	63.0%
White - Irish	2	0.2%
White and Asian	18	1.7%
White and Black African	13	1.2%
White and Black Caribbean	19	1.8%
Refused	3	0.3%
Information Not Yet Obtained	2	0.2%
Grand Total	1076	

First Language*	Amt of Students	% of Total
English	878	81.6%
Chinese (Cantonese)	43	4.0%
Other than English	37	3.4%
Arabic	23	2.1%
Urdu	16	1.5%
Believed Other than English	10	0.9%
Hindi	7	0.7%
Chinese	6	0.6%
Farsi/Persian (Any Other)	5	0.5%
Turkish	5	0.5%

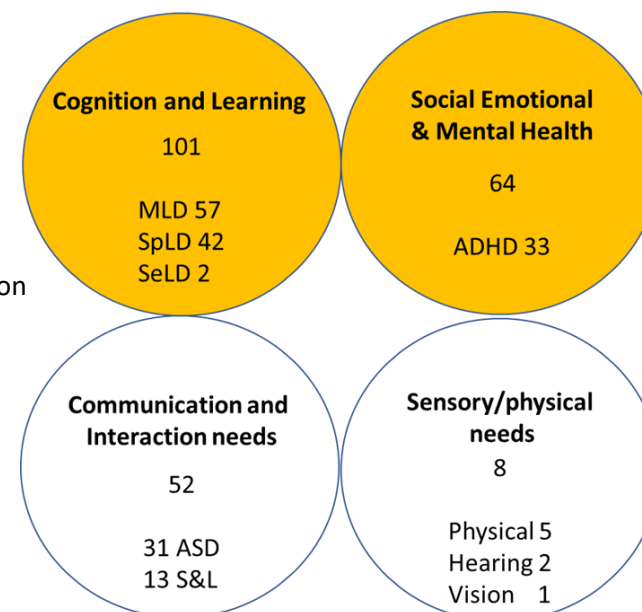
*Groups with 5 or more students shown

SEN Status Summary (02 Sep 2024 - 28 Nov 2024)

	Year 7		Year 8		Year 9		Year 10		Year 11		All Years	
Current Pupils												
E - Education, Health and Care Plan	4.74%	10	6.20%	15	7.62%	16	5.29%	11	3.90%	8	5.58%	60
Male	4.27%	9	2.48%	6	4.29%	9	3.37%	7	2.44%	5	3.35%	36
Female	0.47%	1	3.72%	9	3.33%	7	1.92%	4	1.46%	3	2.23%	24
K - SEN Support	15.17%	32	9.09%	22	9.05%	19	5.77%	12	11.71%	24	10.13%	109
Male	7.58%	16	5.79%	14	3.81%	8	3.37%	7	9.76%	20	6.04%	65
Female	7.58%	16	3.31%	8	5.24%	11	2.40%	5	1.95%	4	4.09%	44
N - No Special Educational Need	11.85%	25	20.25%	49	15.71%	33	16.35%	34	14.15%	29	15.80%	170
Male	8.53%	18	11.57%	28	10.00%	21	7.21%	15	8.29%	17	9.20%	99
Female	3.32%	7	8.68%	21	5.71%	12	9.13%	19	5.85%	12	6.60%	71

SEND Needs Summary

- Highest overall need is in year 7 but we have a higher than average percentage of students with an Educational Health Care Plan in years 8 and year 9.
- Year 7 also has the highest number and percentage of students with Social, Emotional and Mental Health needs.
- Highest area of need across the school is Cognition and Learning with the most common being a moderate learning difficulty usually around literacy.
- Highest area of need for those students with an Education Health Care Plan is Communication and Interaction which includes those with ASD but this is closely followed by Social, Emotional and Mental Health and Cognition and Learning needs.
- Attendance is currently above National Average but we still have a gap. The Learning Hub are working with a target group this term with a range of incentives.
- Several staff have now attended the EBSNA staff training



Understanding the Information Gathered

The school uses the information 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

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 Objectives 2024 -25

Equality Objective 1

To address the achievement of **girls (particularly in maths and Physics)** and ensure greater consistency across a range of attainment measures.

Why:

Girls' progress, particularly in maths and Physics, is below boys and has historically been the case. The gap has reduced in some measures but further improvements are needed.

How:

- Ensure students have the foundations of mathematical concepts that can then lead to challenge with examination preparation and thinking
- Member of the maths and Science leadership teams have taken this area on as a focus
- Dedicated girls maths form in year 11 to build confidence and improve engagement with the subject
- Data conversations and analysis to focus on gender as a cohort to identify underperforming girls.
- Track the performance of gender groups (3 data entry points, tracking meetings, MLL DSEFs, QA Programme) and identify appropriate interventions.
- Staff held to account for performance of girls at maths and Science data meetings.
- Intervention to target girls' achievement in maths and Physics.
- Target STEM opportunities across school particular for girls.
- Ensure that girls have the opportunity to study further maths and take part in the scholars programme earlier in the school.

Outcomes: Performance of girls in maths and Physics to improve in line with national rates

Equality Objective 2

To close the **disadvantaged** gap across a range of measures, including attainment 8. Improve PP attendance and reduce C3s, Isolations and Suspensions.

Why: Further work is needed to address the internal gap between PP and Non-PP student achievement. Disadvantaged with SEND and disadvantaged white British are cohorts to particularly focus on.

How:

- Utilise the PP strategy to ensure disadvantaged students are being fully supported to achieve.
- Track the performance of disadvantaged students – particularly SEND and WB (3 data entry points, tracking meetings, MLL DSEFs, QA programme) and identify appropriate interventions. SLT will monitor this and hold staff to account through data meetings, learning walks and book checks.

- All additional enrichment, such as Sale Scholars, careers, aspiration raising, extracurricular and rewards to target PP. These students to be a focus group for attendance.
- Middle Leaders will be asked to identify key students that are PP, PP SEND and PP WB during data meetings. Staff will present their strategies and the impact of interventions. Interventions will be quality assured through learning walks.
- Staff training and quality assurance will focus on adaptive teaching strategies to engage disadvantaged students.
- PP discussed in attendance team meetings, with a focus on improvement.
- Identification of key PP students to intervene with regards behavior and engagement with school

Outcomes: Gap between disadvantaged and non-disadvantaged lessens, including PP SEND and PP WB. Improvement in cohort attendance and reduction in C3s, Isolations and Suspensions.

Equality Objective 3:

Students with SEND to achieve in line with non-SEND students across a range of measures including Attainment 8. Improve SEND attendance and reduce C3s, Isolations and Suspensions.

Why: Students with EHCPs achieve relatively well in comparison with non-SEN students. SEND support still remains a concern, with a gap between those students and non-SEN in progress and attendance. Primary needs include social, emotional, and mental health.

How:

- Regularly revisit adaptive teaching strategies during staff training and how to best utilise the support of LSAs - ensuring all staff are trained in effective approaches.
- QA will monitor impact and quality of provision, particularly for SEND through SEND focused learning walks and book checks with clear actions for improvement. Good practice highlighted and shared with whole staff.
- Internal and external review of the SEND structures to ensure impact from each area is able to be measured.
- Utilisation of key staff to work with students with additional needs that are struggling to manage their behavior and engage with learning.
- Social, emotional and mental health issues being addressed through additional ELSA support, extra pastoral staff and school counsellors.
- SEND K discussed in attendance team meetings, with a focus on improvement.

Outcomes: Attainment and attendance of students with SEND improves in line with non-SEND. Students with SEND are happy in school and C3s, Isolations and Suspensions reduce.