

Rooks Heath College

Equality Information (2017 / 18) and Objectives

At Rooks Heath College we are committed to providing equality of opportunity for all members of the College community whatever their age; disability; gender (including gender reassignment); marriage and civil partnership status; pregnancy, maternity or paternity, having or not having dependants; race; religion or belief; sexual orientation or background.

1) Age

Students:

- The College roll includes students from age 11 (Year 7) to age 19 (Year 13).
- Fixed term exclusions: Fixed Term Exclusions rose in this academic year. Students in Year 8 were the least likely to be at risk of exclusion, all other years were at a similar risk of exclusion. The College has amended its policies in order to reduce exclusions to the status quo.

Staff:

- The age profile of staff is shown below:

Age range	No. of teaching staff		No. of associate staff	
	2017/18	2016/17	2017/18	2016/17
>=20	0	0	0	0
21-30	21	25	8	8
31-40	18	25	12	11
41-50	28	30	16	19
51-60	20	17	29	34
61-70	14	13	8	7
71-80	0	1	0	0

2) Disability

Students:

Physical and Medical needs/disabilities:

The college is not yet fully accessible for students with significant physical disabilities that require mobility provision. We do, however, have 6 students with physical disabilities, including Hearing Impairments, Visual Impairments and other physical disabilities. We also have a number of students with identified medical needs, such as epilepsy, heart disease, asthma, eczema, other allergies and Leukaemia. The SEN department and the medical team work closely together, as many needs overlap. Joint training takes place regularly and staff liaise on daily basis on behalf of high needs students.

Other disabilities:

The student community includes 24 students who have an Education, Health and Care Plan. Disabilities include ASD, ADHD, MLD, SLCN and significant SpLD. All of these students have disabilities that significantly affect the student's ability to learn, concentrate or interact with others in appropriate ways.

The student community also includes 189 students at SEN Support. This data is broken down by year group as follows:

Year Group	Number of Students at SEN Support
7	42
8	42
9	22
10	40
11	31
12	2
13	10

These students have disabilities including ASD, ADHD, SEMH, MLD, SLCN and SpLD, for whom provision under the 2014 Code of Practice is implemented, around the 'Assess, Plan, Do and Review' cycle. For some of these students support and advice from external agencies is sought, including support from the Sensory and Communication Team, Harrow Educational Psychology Service, Speech and Language Therapy Service and the Specialist Advisory Teacher for children with ASD. The designated teachers in charge of children looked after liaise closely with the Deputy Headteacher in charge of Inclusion, the Medical Team and the Learning Development Department to ensure a cohesive approach for all students, as recommended under the 2014 SEN Code of Practice.

The college prides itself on being an inclusive college where every effort is made to ensure accessibility of lessons, out of college activities and extra-curricular clubs. The Learning Development Department is fully active in all aspects of college life, from breakfast club to after school club, in all departments and on out of college activities, encouraging and enabling the participation of all students as a result.

Achievement: The progress of students with disabilities and difficulties is broadly in line with the National Average.

- Fixed term exclusions: SEN children continue to be overrepresented; however, the gap is narrowing. Sometimes this is because, where exclusions happen, we begin to investigate to find out whether there is an SEN need, and usually find that there is. This has happened with quite a number of our students, and is generally thought to be good practice. They are being excluded for a reason and often need additional support of one sort or another.
- The school endeavours to avoid permanent exclusion wherever possible for children with an EHC Plan. There have not been any permanent exclusions for children with significant SEND.

Staff:

- The College is currently aware of 2 members of staff with a disability.

3) Gender reassignment

Students and Staff:

- No data was collected or held by the College about gender reassignment in the student population, unless specifically requested by a parent/carer or student.
- Data was collected but not recorded by the College, about gender reassignment in the staff population unless specifically requested by a member of staff.

4) Sexual orientation

Students and Staff:

- No data was collected or held by the College about sexual orientation in the student population, unless specifically requested by a parent/carer or student.
- Data was collected but not recorded by the College, about sexual orientation in the staff population unless specifically requested by a member of staff.

5) Race

Students:

- The ethnic breakdown of the student body is shown below:

	2017/18	2016/17
White/White British	21%	21%
Asian/Asian British	45%	46%
Black/Black British	18%	18%
Other	16%	15%

- 60% of students have English as an additional language. 64 community languages are spoken by students.
- Achievement: The progress of most groups is broadly in line the national average (where there is a significant number in the group), and in some cases progress for example in EBACC progress is substantially above the national average. However, Black Caribbean progress is still below the achievement of all groups (12 students). The college has a pro-active intervention group in place to narrow the gap of these students.
- Fixed term exclusions: The college has had a major drive on exclusions. Data now shows a sharp reduction in both permanent and fixed term exclusions.

Staff:

- The ethnic breakdown of staff is shown below:

	Teaching staff		Associate staff	
	2017/18	2016/17	2017/18	2016/17
White/White British	62%	64%	62%	63%
Asian/Asian British	25%	25%	27%	23%
Black/Black British	7%	6%	3%	5%
Other	6%	5%	8%	9%

6) Religion or belief

Students:

- The student body includes members of a wide range of religions and none. The College collects and holds this information when it is supplied by parents/carers on admission (optional).
- Rooms are available for prayers during lunchtime, and before / after College hours if required.

- The College's dress code is designed to be sensitive to the requirements of all religions.

Staff:

- The staff includes members of a wide range of religions and none. The College does not routinely collect or hold this information, unless specifically requested by a member of staff.
- The College's absence policy allows time-off with pay for major religious observance days

7) Sex

Students:

- The College has 55% boys and 45% girls.
- Achievement: Overall Progress 8 is 0.00 and is above the national average (-0.03). However, this only represents 75% of the College. When this is taken into account, the reality is that the Progress figure is well above average.
- EBACC value added Progress is impressive especially in science and languages, both in the top quintile for all students.
- Fixed term exclusions: Male students are overrepresented.

Staff:

- The teaching staff is 28.5% male and 71.5% female.
- The associate staff is 20% male and 80% female.

8) Sexual orientation

Students and Staff:

- No data was collected or held by the College about sexual orientation in the student population, unless specifically requested by a parent/carer or student.
- Data was collected on application forms but not recorded by the College, about sexual orientation in the staff population unless specifically requested by a member of staff.

9) Marriage and civil partnership

Students:

- No data is collected or held by the College about parents'/carers' marital status, apart from the titles and names given for home contacts and information about whether letters home and reports are to be sent to two addresses, unless specifically requested by a parent/carer or student.

Staff:

- No data is collected or held by the College about the marital status of members of staff, apart from the titles and names given on application forms and emergency contacts, unless specifically requested by the member of staff.
- The College's Leave of Absence policy allows time-off with pay for marriages and civil partnerships.

10) Pregnancy, maternity and paternity

Students:

- The College works to support continuity of education for pregnant students.

Staff:

- The College operates policies for maternity leave, paternity leave and flexible working. In the past year:

- 1 member of staff has taken maternity leave and following that gone on to sabbatical leave of one year.
- 1 member of staff resigned at time of start of maternity leave.
- 2 members of staff returned following maternity leave.
- 1 member of staff has taken paternity leave.
- 20 members of staff requested flexible working (reduced hours) which was granted.
- 3 members of staff requested flexible working (increased hours) which was granted.
- 1 member of staff increased from term time to a full time member of staff.
- 4 members of staff requested sabbatical leave of a year which was granted.

11) Free school meals

Students:

- 14% of students are known to be eligible for free school meals. Pupil Premium students achievement has improved on 2017, this has been startlingly strong in the EBACC elements (PP students in the top quintiles for both Science and languages). Overall P8 has improved from 3rd quintile to the 2nd quintile.
- Fixed term exclusions: Students on free school meals are over represented.

12) Looked After Children

Students:

- There are currently 4 looked after children on roll.
- Achievement: There were no looked after students in Year 11 last year.
- Fixed term exclusions: Looked after children are underrepresented.

13) Equal opportunity incidents

- The College records and acts upon all incidents which contravene its Equal Opportunity Policy. In the academic year 2017-18, there were 55 such incidents.

14) Equality Objectives 2018-19

Continue to narrow the gap for all disadvantaged groups with specific reference to levels of progress. To build on the individual learning offer to all students, encouraging all students to achieve the best possible outcomes.

January 2019

Notes:

- 1) The indicator **Attainment 8** is used to compare student progress unless otherwise stated.
- 2) The indicator **Progress 8** is used to compare **from Key Stage 2 to Key Stage 4** is used to compare student progress unless otherwise stated.

Further information can be found in the College's Equal Opportunity Policy.