



# EQUALITY INFORMATION – 2022 - 2023

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## Introduction

This document replaces any previous document and follows the DfE regulations.

**As part of our commitment to meet the Public Sector Equality Duty (PSED) we are required to have due regard to the need to eliminate discrimination and advance equality of opportunity and foster good relations. We have carefully considered the impact of this policy on equality. The School will ensure that this policy is applied fairly to all employees and does not have a negative impact on students or staff with protected characteristics; race, sex, religion and belief, sexual orientation, age, disability, gender reassignment, marriage and civil partnership and pregnancy and maternity.**

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### 1. Equality Information and Objectives statement

As part of our commitment to meet the Public Sector Equality Duty (PSED) we are required to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations. At Rooks Heath School we are committed to providing equality of opportunity for all members of the School community including those with protected characteristics; race, sex, religion or belief, sexual orientation, age, disability, gender including gender reassignment, marriage and civil partnership status and pregnancy and maternity, having or not having dependants or.

## 2. Information about the student population (Autumn 2022)

The number of students on roll at Rooks Heath School is **1183. (Autumn Census 2022)(prev1145)**

### 2.1 Age

The school roll is **1183** and includes students from age 11 (Year 7) to age 19 (Year 13). There are 1047 in year groups 7-11 and 136 (118) in the Sixth Form. (Autumn Census 2022)

### 2.2 Special Educational Needs and Disability (SEND)

SEND area	Number	% of School population
SEND K (support)	147	12.3%
SEND E (EHCP)	33	2.7%
Physical Disabilities	11	9.2%
Hearing Impairments	3	0.2%
Visual Impairments	5	0.4%
Unspecified other physical disabilities	12	10%
Monitored for unidentified SEND needs	68	5.6%

#### Physical and Medical Needs/Disabilities:

The school is not yet fully accessible for students with significant physical disabilities that require mobility provision. The school does have a lift in one part of the building and ramps to allow disability access to some parts of the school. Progress has been made and this can be tracked through the [Accessibility Plan \(2020-2023\)](#).

In addition to the above, the school has several students with identified medical needs, such as sickle cell disease, diabetes, epilepsy, heart disease, asthma, eczema and other allergies. The Learning Support Department and the Welfare Department work closely to address the needs as many overlap. Joint training takes place involving both departments to make sure they are updated on how best to carry out student care plans

#### Special Educational Needs and Other Disabilities:

Students on the SEND register have identified needs including ASD, ADHD, SEMH, MLD, SLCN and SPLD, for whom provision under the 2014 SEND Code of Practice is implemented, around the 'Assess, Plan, Do and Review' cycle. When required and accessible, support and advice from external agencies is sought, including support from the Children's Sensory Team, Harrow Educational Psychology Service, Speech and Language Therapy Service, Occupational Therapy, Physiotherapy, Specialist Advisory Teacher for children with ASD and the Centre for ADHD and Autism. The Safeguarding Team liaise closely with the SENCo, the Welfare Department and the Learning Development Department to ensure a cohesive approach for all students with Child Protection or Child in Need plans and for Looked After Children, as recommended under the 2014 SEND Code of Practice.

The School prides itself on being an inclusive school and every effort is made to ensure accessibility to the in-lesson curriculum, out-of-school activities and extra-curricular clubs. The Learning Support Department is fully active in all aspects of school life through supporting lessons,

homework clubs and unstructured time. Staff may also accompany out of school activities, encouraging and enabling the participation of all students as a result.

In order to reduce the attainment gap between students with SEND and those without SEND, Rooks Heath staff regularly plan and implement research-based, time-limited interventions. Some of these interventions include Catch Up Literacy, Catch Up Numeracy, Flash Academy and Growth Mindset. Similarly, wellbeing support through friendship support, trainee social workers, mentoring and mindfulness groups helps to prepare students for learning by removing barriers. Time away from the classroom is minimised to prevent loss of learning. Strong communication between the Learning Support Department and curriculum departments ensures links between interventions and class work.

**Achievement:** The progress score of students with SEND compared with all students across the cohort is -0.3 (Source: Sisra Analytics Exam Data). Whilst this is in the negative, the national average P8 score for SEND students is -0.46 (Source National data from gov.uk). Students that are on an EHCP have a national progress 8 score is -0.69. Students at Rooks Heath on an EHCP plan for the 21/22 cohort had a progress 8 score of -1.28. The national figures for progress of students with SEND show that they are disadvantaged in comparison to their peers without SEND. Rooks Heath continues to work towards narrowing the gap between students with and without SEND.

## 2.3 Exclusions

Exclusions are always the last option after exhausting all other provision that a mainstream secondary school can reasonably offer. Challenging behaviour is often an indicator of an underlying special educational need and therefore additional support is allocated to students struggling to adhere to school policies. This often includes an assessment completed by the Educational Psychologist with parental consent to identify areas of need.

The school endeavours to avoid permanent exclusion wherever possible for children with an EHC Plan. At an annual review the team around the student will review whether a mainstream secondary school is the appropriate setting for the individual student. There have not been any permanent exclusions for children with significant SEND.

Fixed term suspensions in the in 2022/23 shows a split amongst males and females. Girls account for 54 suspensions and boys for 93 suspensions.

Permanent exclusions are equally split for the academic year of 22/23 with 4 students, 2 males and 2 females.

There has been one permanent exclusion in the 2022/23 Autumn term for an AOTH male student.

## 2.4 Gender

Gender		
	Number	Percentage
Male	613	53%
Female	544	47%

- In 21/22 70 female and 86 male students were entered for the EBACC. 70% of females achieved the EBACC pass, 32 females achieved a standard pass and 17 achieved a strong pass. In comparison 60% of males achieved an EBACC pass, 30 males achieved a standard pass and 22 achieved a strong pass.

- The progress 8 score for male and female students for the 21/22 cohort shows a significant gap between boys and girls achievement. Males had an overall progress score of -0.6 and girls had an overall of -0.08.

## 2.5 Ethnicity and Race

Student ethnicity: these are the highest ethnic groups based on 1145 (as of 22/02/23) overall students for the current Academic Year 2022/2023:

	Girls	Boys	Total
Any other Asian background	149	164	313
Any other White background	75	90	165
Black - African	68	69	137
Indian	60	45	105
White - British	37	58	95

Last Academic year 2021/2022 out of 1172 students:

Any other Asian background	149	160	309
Any other White background	72	96	168
Black - African	65	60	125
Indian	56	46	102
White - British	38	50	88

59% of our students have English as an additional language (EAL), with 54 different first languages. Progress 8 in 2022 was significantly higher for students with EAL at +0.15.

## 2.6 Religion or Belief

- The student body includes members of a wide range of religions and none. The School 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 school hours if required.
- The School's dress code is designed to be sensitive to the requirements of all religions except full face veils.

## 2.7 Gender Reassignment

- No data was collected or held by the School about gender reassignment in the student population, unless specifically requested by a parent/carer or student.

## 2.8 Sexual Orientation

No data was collected about sexual orientation in the student population, unless specifically requested by a parent/carer or student.

## 2.9 Marriage and Civil Partnership

**No data was collected 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.

## 2.10 Pregnancy, Maternity and Paternity

The School is aware of specific challenges and barriers faced by expectant students and works to provide sensitive and appropriate support and continuity of education for pregnant students.

## 2.11 Disadvantaged pupils

- Students with FSM = 29.56% as at May 2023.
- The progress of disadvantaged students is slightly below the national average which is at -0.55 nationally vs -0.76 for Rooks Heath school.

## 2.12 Children Looked After (CLA)

- There are currently 10 children looked after on roll.
- Achievement: There was one looked after student in Year 11 last year and is currently in our sixth form.
- Fixed term suspensions: Looked after children are under-represented.

## 2.13 Equal Opportunity Incidents

- The School records and acts upon all incidents which contravene the Equal Opportunity Policy. In the academic year 2018/2019 there were 55 such incidents.
- In the academic year 2019-2020 there were 27 such incidents recorded of which 7 were deemed serious enough for an exclusion (5 internal, 2 external). The split of the 7 incidents was 3 racist, 3 homophobic, 1 sexist.
- In the academic year 2020-2021 there were 9 such incidents, 8 internal and 1 external, 5 homophobic incidents, 2 racist and 2 recorded as other prejudicial behaviour.
- In the academic year 2021-2022 there have been a total of 31 incidents 6 abusive, 10 homophobic, 12 racist, 2 sexist and 1 as other prejudicial behaviour.
- In 2022/23 there have been a total of 28 incidents. The breakdown is as follows:

The occurrences show that males have been responsible for over twice the amount of incidents which breach the equal opportunity policy in comparison to females.

Males	20
Females	8

The breakdown of contraventions by ethnicity are as follows:

AIND	1
AOTH	4
APKN	4
BAFR	3
BCRB	4
MWBA	1
OOTH	1
REFU	2
WBRI	2
WOTH	5
WROM	1

The sanctions that were issued as a result of the contraventions were as follows

13	Internal suspension
12	External Suspension
3	No suspension deemed necessary

### 3. Information about the Staff population (Autumn roll SIMS 2022)

The total number of staff employed at Rooks Heath School is 168. Our staff are employed in one of the following groups:

- Teaching Staff (86)
- Associate Staff (82)

#### 3.1 Age – HR

Age Range	No. of teaching staff						No. of associate staff					
	2019 / 2020		2020 / 2021		2022/2023		2019 / 2020		2020 / 2021		2022/2023	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
<b>&gt;=20</b>	0	0%	0	0%	0	0	0	0%	0	0%	0	0
<b>21-30</b>	16	9.9%	20	12.3%	16	9.5	7	4.3%	10	6.1%	11	6.5
<b>31-40</b>	17	10.5%	18	11%	23	13.7	12	7.4%	16	9.8%	17	10.1
<b>41-50</b>	23	14.2%	24	14.7%	18	10.7	16	9.9%	15	9.2%	19	11.3
<b>51-60</b>	24	14.8%	17	10.4%	18	10.7	39	24%	35	21.5%	28	16.8
<b>61-70</b>	5	3.1%	5	3.1%	11	6.5	3	1.9%	3	1.8%	7	4.2
<b>71-80</b>	0	0%	0	0	0	0	0	0%	0	0	0	0

#### 3.1 Disability

The School is currently aware of 0 members of staff with a disability.

#### 3.2 Gender

	Male (%)	Female (%)
<b>Teaching Staff</b>	13.7%	37.5%
<b>Associate Staff</b>	10.1%	38.7%
<b>Of Total Staff population</b>	23.8%	76.2%

#### 3.3 Religion or Belief

The staff includes members of a wide range of religions and none. The School does not routinely collect or hold this information, unless specifically requested by a member of staff.

The School's absence policy allows time-off with pay for major religious observance days.

### 3.4 Ethnicity and Race 2022-2023

The ethnic breakdown of staff is shown below:

<b>Ethnicity</b>	<b>Teaching Staff</b>	<b>Associate Staff</b>
<b>Any other ethnic background Count</b>	1	4
<b>Asian or Asian British, Any other Asian Background Count</b>	11	6
<b>Asian or Asian British, Bangladeshi Count</b>	2	2
<b>Asian or Asian British, Indian Count</b>	8	10
<b>Asian or Asian British, Pakistani Count</b>	7	2
<b>Black or Black British, African Count</b>	7	1
<b>Black or Black British, Caribbean Count</b>	4	4
<b>Chinese Count</b>	1	2
<b>Did not wish to be recorded Count</b>	1	5
<b>Mixed White and Asian Count</b>	3	1
<b>Mixed, any other mixed background Count</b>	1	2
<b>Mixed, White and Black Caribbean Count</b>	1	2
<b>White, any other White Background Count</b>	8	3
<b>White, British</b>	31	38
<b>TOTALS</b>	86	82

### 3.5 Gender Reassignment

Data about gender reassignment in the staff population was collected but not recorded by the School unless specifically requested by a member of staff.



### 3.6 Sexual Orientation

Data about sexual orientation in the staff population was collected but not recorded by the School unless specifically requested by a member of staff.

### 3.7 Marriage and Civil Partnership

The School's Leave of Absence policy allows time-off with pay for marriages and civil partnerships.

No data is collected or held by the School 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.

### 3.8 Pregnancy, Maternity and Paternity

The School operates policies for maternity leave, paternity leave and flexible working. Applications have been made under these policies in the past year as shown below:

Item:	No. of staff 2021 / 2022	No. of staff 2022 / 2023
Taken maternity leave	5	3
Returned from maternity leave	6	3
Taken paternity leave	0	0
Returned following paternity leave	0	0
Requested flexible working (reduced hours) and granted	1	0
Requested flexible working (increase hours) and granted	0	1
Increased from term time to full time	0	0
Requested extended leave and granted	0	2

## 4. Equality Objectives 2022/23

Context:

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
210	207	219	210	202	67	69

- Most year groups are at full capacity.
- Measures taken to implement the new behaviour for learning policy and the development of On TRACK values (Teamwork, Resilience, Achievement, Creativity and Kindness) together with a focus on culture and ethos. The impact of this has been a significant larger number of positive points over negative points.

Positive Points	98,133
Negative Points	22,287

- The School has 53% boys and 47% girls.
- Whilst efforts have been made in reducing suspensions, there have been a number of suspensions in the 2nd half of the winter term 2022/23, some key changes and expectations have been introduced to ensure that students are held to a high account and followed through consistently. Specific incidents have had large groups of pupils involved, this has contributed to the larger volume of recorded suspensions.
- Suspension data across the different ethnic groups highlight AOTH, WOTH as having higher levels of suspension than other ethnic groups.

AOTH	21
APKN	7
BAFR	7
BCRB	11
BOTH	1
MOTH	8
MWAS	7
MWBA	2
MWBC	2
NOBT	1
not on sims	1
OOH	8
REFU	5
WBRI	13
WIRI	2
WOTH	23
WOTW	1
WROM	5
(blank)	23

- Achievement for the last academic year: Overall Progress 8 is -0.37
- The school is ambitious for its students and strongly encourages take up of the suite of subjects which contribute to gaining the EBACC qualification. Over 60% of students sit for the EBACC.
- Attendance to school has consistently been above the national average throughout the pandemic and beyond.

## Objectives:

**Objective 1:** Undertake an analysis of recruitment data and trends with regard to race, gender and disability annually, and report on this to the Audit & Risk Committee of the Board of Trustees.

**Objective 2:** To ensure all members of the School community receive up-to-date professional development in the Equality Act and the importance of tolerance, equality of opportunity and elimination of discrimination of those with protected characteristics including ethnicity, sexual orientation and gender.

To address this objective, we have scheduled in CPD for all staff from a senior staff member from a collegiate school who has successfully delivered training on equalities and protective characteristics. Progress made includes a continued use of tutor time and assemblies which include topics that have been addressed including

but not limited to the following topics; Misogyny, Sexual violence and harassment, The nature of hate, black history month, Anti bullying, Ramadhan, Teamwork and respect, International women's day and Youth health champions.

**Objective 3:** To continue to narrow the gap in performance of disadvantaged, SEN or disabled students with those outside of these groups.

SEND students will be given the opportunity to work independently and work will be made accessible through metacognition, flexible grouping, explicit instruction and use of technology. To ensure the Recovery Premium is used to deliver high quality tuition to key student groups such as those who are underachieving, on the PP register or specifically SEND.

To address this objective we have set up a student centred intervention panel which brings together leaders from student support, SEND and pastoral leadership where students that are of concern are discussed in relation to support planning. Furthermore the SENCO has set up pupil passports which are shared with all staff. The SENCO team continues to share information and key strategies with staff to aid curriculum planning for students that have additional needs. The student support hub also provides a nurturing space on timetable for students that require support for numerous needs. Furthermore the personal development and functional skills timetable has been reviewed to ensure that more targeted groups of students are placed into adapted curriculum. The school has also received the IQM mark for a centre of excellence which provides UK schools with a nationally recognised validation of their inclusive practice and ongoing commitment to developing educational inclusion.

**Objective 4:** Maximise the effectiveness of the curriculum to address diversity and meet the needs of identified groups and build on the individual learning offer to all students so that every student performs at their highest potential in examination year groups. This objective is particularly necessary given the disruption to the academic year caused by the impact of Covid-19 on the delivery of the curriculum.

To address this objective we have secured links with employers to establish mentoring programmes for our disadvantaged and disaffected students from Romanian.

Developed a Cultural Calendar that is shared across the school and effectively used and evaluated. Created displays around the school which represent and showcase both Rooks Heath CCE activities and support students to be exposed to culturally and ethnically diverse materials which expose students to what is deemed the best that has been thought and said.

The challenge partner external review identified that leaders ensure that teachers' professional development is underpinned by evidence-based approaches, especially using Rosenshine's techniques for successful learning. Consequently, teachers provide high-quality learning opportunities to get the very best from students. The professional development focus on improving the quality of literacy, the provision for students with special educational needs and/or disabilities (SEND) and for disadvantaged students is leading to higher quality learning. Leaders and staff provide a very comprehensive extra-curricular programme for students that allows all students to experience opportunities beyond the taught curriculum. All students are expected to take part in at least two activities and the majority succeed in this, including students with SEND and disadvantaged students.

**Objective 5:** To ensure that student attendance is sustained at or above the national average.

To address this objective we have employed a part time member of staff who supports the daily admin tasks including contacting parents and dealing with absence messages.

There is 3-tiered warning letter system in place which is used to progressively notify parents including penalties. Coffee mornings have been conducted with all year groups to support the students with significant issues around their attendance and these will continue to be a regular feature to support with our attendance and parental engagement strategy.

We have also introduced a competition within each year group which sees the winning form group with the most improved attendance receiving a form group privilege pass for lunch on a weekly cycle. This is accompanied by a large display which is updated regularly with the winning groups. This is to move towards a more incentivised and positive mindset approach in relation to pupil's attitudes towards attendance.

**#attendanceistrending**