



EQUALITY INFORMATION – 2024 - 2025

Term of statement: Annually

Published: Autumn 2025 for 2024-2025 Academic Year

Date Approved: LGB 15.1.26

Date Ratified: BoT 3.2.26

Next Review Date: Autumn 2026

Author: S. Subra

Online location: SharePoint folder: Policies

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.

Contents

1. Equality Information and Objectives statement	4
2. Information about the student population (Autumn 2024).....	4
2.1 Age	4
2.2 Special Educational Needs and Disability (SEND)	5
2.3 Exclusions	7
2.4 Gender	7
2.5 Ethnicity and Race	8
2.6 Religion or Belief.....	9
2.7 Gender Reassignment	10
2.8 Sexual Orientation	10
2.9 Marriage and Civil Partnership	10
2.10 Pregnancy, Maternity and Paternity	10
2.11 Disadvantaged pupils.....	10
2.12 Children Looked After (CLA)	10
2.13 Equal Opportunity Incidents.....	11
3. Information about the Staff population (Autumn roll 2024)	11
3.1 Age – HR.....	12
3.1 Disability	13
3.2 Gender	13
3.3 Religion or Belief.....	13
3.4 Ethnicity and Race 2024-25	14
3.5 Gender Reassignment	15
3.7 Marriage and Civil Partnership	15
3.8 Pregnancy, Maternity and Paternity	15
4. Equality Objectives 2024-25	16

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 2024)

The number of students on roll at Rooks Heath School is **1183. (Autumn Census 2024)**

2.1 Age

The school roll is **1197** and includes students from age 11 (Year 7) to age 19 (Year 13). There are 1046 in year groups 7-11 and 151 in the Sixth Form. (Summer Census 2025)

Age in years	Total	Percentage
11 yrs	207	17.29%
12 yrs	200	16.7%
13 yrs	205	17.12%
14 yrs	208	17.37%
15 yrs	223	20.32%
16 yrs	76	6.92%
17 yrs	75	6.83%
18 yrs	3	0.27%
19 yrs	0	0%

2.2 Special Educational Needs and Disability (SEND)

SEND area	Number	% of School population
SEND K (support)	131	10.6%
SEND E (EHCP)	31	2.38%
Physical Disabilities	1	0.07%
Hearing Impairments	2	0.15%

Visual Impairments	1	0.07%
Unspecified other physical disabilities	14	1.07%
Monitored for unidentified SEND needs	73	6.17%

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 several parts 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 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.

Disability	Total	Percentage
ASD/Asperger's	22	1.9%
Communication	62	5.3%
Hand Function	0	0
Learning (MLD, SPD, Dyslexia)	36	3.1%
Vision	2	0.17%
Other	10	0.8%
Not Collected	3	0.25%
None	1101	95.3%

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.

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 -0.45. Students at Rooks Heath on an EHCP plan for the 24/25 cohort had a progress 8 score of -0.75. 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

Suspensions 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 Autumn 2024 Census shows there were 37 suspensions of students without SEN provision, 10 students were suspended with an EHCP Plan, and 18 students were suspended with SEN provision – K.

There have been two permanent exclusions in the 2024 Spring Term and 2 in the 2024 Summer Term according to the Autumn 2024 Census.

2.4 Gender (Summer 2025)

Gender		
	Number	Percentage
Male	644	58.7%
Female	553	50.41%

- In 23/24, 123 students (58%), 66 female and 57 males, were entered for the EBACC. 41 females achieved a standard pass and 23 achieved a strong pass. In comparison, 32 males achieved a standard pass and 25 achieved a strong pass.
- The Progress 8 score for male and female students for the 23/24 cohort shows a significant gap between boys' and girls' achievement. Males had an overall progress score of 0.37 and girls had an overall of 0.25.

2.5 Ethnicity and Race

Student ethnicity: these are the highest ethnic groups based on 1148 (as of September 2025) overall students for the current academic year

Row Labels	Total
Afghan	5
Any Other Asian Background	282
Any Other Black Background	11
Any Other Ethnic Group	73
Any Other Mixed Background	57
Any Other White Background	202
Arab	13
Arab Other	3
Asian - British	1
Bangladeshi	12
Black - African	90
Black - Somali	4
Black Caribbean	35
Chinese	6
Gypsy/Roma	3
Indian	166
Iranian	1
Not Yet Obtained	2
Other Asian	1
Other Black African	1
Pakistani	52
Refused	24
Turkish	1
White - British	49
White - English	2
White - Irish	2
White and Asian	17
White and Black African	5
White and Black Caribbean	19
(blank)	9
Grand Total	1148

62.17% of our students have English as an additional language (EAL), with 66 different first languages.

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).

The figures for the academic year 2025-2026 are as follows:

Row Labels	Total number of students	Percentage
Buddhist	21	1.60%
Christian	347	26.49%
Greek Orthodox	1	0.08%
Hindu	250	19.08%
Jehovah's Witness	1	0.08%
Muslim	486	37.10%
No Religion	76	5.80%
Other Faith (Replaces OT)	23	1.76%
Refused	37	2.82%
Russian Orthodox	1	0.08%
Sikh	18	1.37%
None recorded	49	3.74%
Grand Total	1310	100.00%

- 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 = 27.02% as at September 2025.
- The progress of disadvantaged students was slightly above the national average which is at -0.02 nationally versus 0.02 for Rooks Heath school in 2023-24.

2.12 Children Looked After (CLA)

- There are currently 4 children looked after on roll. 2 in Year 10, 1 in Year 12, 1 in Year 11,
- 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 51 incidents, whereas in 2023/24 this number was 28.
- In 2024/25 There have been a total of **29 Incidents**
- The breakdown of contraventions by ethnicity for **2024/25** for these 29 incidents are as follows:

Incident type	Male	Female
Discriminatory behaviour	0	1
Homophobic behaviour	2	11
Racist behaviour	0	2
Sexual Harassment	6	7

3. Information about the Staff population (Autumn roll SIMS 2023)

Rooks Heath School is part of the Tithe Academy. The Tithe Academy Central Staff are primarily based at Rooks Heath. The total number of staff employed at Rooks Heath School is 165. Our staff are employed in one of the following groups:

- Teaching Staff (84) 1x Central Staff
- Associate Staff (81) 15 x Associate Staff

3.1 Age

Age Range	Teaching Staff		Teaching Staff		Associate Staff		Associate Staff	
	2022 / 2023		2023 / 2024		2022 / 2023		2023 / 2024	
	No.	%	No.	%	No.	%	No.	%
>=20	0	0.0	0	0.0	0	0.0	1	0.6

Age Range	Teaching Staff	Teaching Staff	Associate Staff	Associate Staff	Age Range	Teaching Staff	Teaching Staff	Associate Staff
21-30	16	9.5	19	11.5	11	6.5	10	6.1
31-40	23	13.7	22	13.3	17	10.1	10	6.1
41-50	18	10.7	16	9.7	19	11.3	26	15.8
51-60	18	10.7	15	9.1	28	16.8	28	16.9
61-70	11	6.5	12	7.3	7	4.2	6	3.6
71-80	0	0.0	0	0.0	0	0.0	0	0.0
Total	86	51.1%	84	50.9%	82	48.9%	81	49.1%

3.2 Disability

The school is currently aware of 1 member of staff with a disability.

3.3 Gender

	Male 2022/2023 (%)	Male 2023/2024 (%)	Female 2022/2023 (%)	Female 2023 / 2024 (%)
Teaching Staff	13.7	21	37.5	63
Associate Staff	10.1	14	38.7	67
Of Total Staff population	23.8%	35	76.2%	130

3.4 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 without pay for major religious observance days.

3.5 Ethnicity and Race

The ethnic breakdown of staff is shown below:

Ethnicity	Teaching Staff	Teaching Staff	Associate Staff	Associate Staff
	2022/2023	2023/2024	2022/2023	2023/2024
Any other ethnic background Count	1	1	4	5
Asian or Asian British, Any other Asian Background Count	11	9	6	6
Asian or Asian British, Bangladeshi Count	2	2	2	1
Asian or Asian British, Indian Count	8	9	10	11
Asian or Asian British, Pakistani Count	7	6	2	2
Black or Black British, African Count	7	6	1	1
Black or Black British, Caribbean Count	4	3	4	4
Chinese Count	1	2	2	3
Did not wish to be recorded Count	1	1	5	3
Mixed White and Asian Count	3	3	1	1
Mixed, any other mixed background Count	1	2	2	1
Mixed, White and Black African Count	0	0	0	1
Mixed, White and Black Caribbean Count	1	1	2	2
White, any other White Background Count	8	7	3	4
White, British	31	32	38	32
White, Irish	0	3	0	4
Total	86	84	82	81

3.6 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.

3.7 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.

3.8 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.

3.9 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 Sept 2022 / Aug 2023	No. of staff Sept 2023 / Aug 2024
Taken maternity leave	3	0
Still on Maternity	2	3
Returned from maternity leave	3	4
Taken paternity leave	1	0
Returned following paternity leave	1	0
Requested flexible working (reduced hours) and granted	0	3
Requested flexible working (increase hours) and granted	1	0
Increased from term time to full-time	0	0
Requested extended leave and granted	2	2

4. Equality Objectives 2024/25

Context:

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
206	215	224	220	227	78	78

- 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	142754
Negative Points	56416

- The School has **53.63% boys** and **46.37% girls**.

Suspension Data

Ethnicity/Year Group	7	8	9	10	11	Grand Total
ABAN		4				4
AIND	1		2			3
AOTH	3	3	8	8	6	28
APKN	1			1	6	8
BAFR	1	3	1	4	4	13
BCRB	1		1			2
MOTH	2		5		2	9
MWBC	1	3				4
OOTH	3	2	1	2		8
REFU			4	4		8
WBRI	1			3		4
WOTH		1	7		1	9
WROM					2	2
Grand Total	14	16	29	22	21	102

A total of 102 suspensions are recorded across Years 7–11, with Year 9 having the highest number (29) and Year 7 the lowest (14).

The largest contributor is AOTH (Any Other Ethnic Background) with 28 suspensions, followed by MOT (Mixed Other) and WOTH (White Other) both on 9, plus APKN (Pakistani) and REFU (Refugee) tied at 8.

Suspensions are most common in Years 8–10 (16, 29, and 22 respectively), showing a peak in Year 9, while Years 7 and 11 account for fewer cases.

WROM (White Roma), BCRB (Black Caribbean), AIND (Indian), ABAN (Bangladeshi), and WBRI (White British) all show very low totals (2–4 each).

A small number of ethnic groups account for the majority of suspensions (AOTH alone makes up over a quarter), while several groups contribute minimally. The fact that **AOTH (Any Other Ethnic)**