



EQUALITY INFORMATION – 2020 - 2021

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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 2020)

The number of students on roll at Rooks Heath School is **1190. (Autumn Census 2020)**

2.1 Age

The School roll is **1192** and includes students from age 11 (Year 7) to age 19 (Year 13). There are 1024 in year groups 7-11 and 168 in the Sixth Form. (Autumn Census 2020)

2.2 Special Educational Needs and Disability (SEND)

SEND area	Number	% of School population
SEND K (support)	186	
SEND E (EHCP)	18	
Physical Disabilities	22	
Hearing Impairments	6	
Visual Impairments	5	
Unspecified other physical disabilities	11	
Monitored for unidentified SEND needs	62	

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 also 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.

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 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 regularly plans and implements research-based, time-limited interventions. Some of these interventions include Catch Up Literacy, Catch Up Numeracy, Flash Academy and Cogmed. 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 of students with SEND is above the national average. 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 maintaining progress above this national figure.

- Exclusions – both fixed-term and permanent exclusions have reduced.
- 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.
- 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.

2.3 Gender

Gender		
	Number	Percentage
Male		52%
Female		48%

- EBACC value added Progress is impressive especially in science and languages, both in the top quintile for all students. There was an almost 50/50 gender split by number of entrants for triple science.
- 61 female and 69 male students were entered for the EBACC. 45 female and 47 male students achieved EBACC at a Standard Pass
- Fixed term exclusions: Male students are over-represented.

2.4 Ethnicity and Race

Student ethnicity: these are the highest ethnic groups based on 1190 overall students for the current Academic Year 2020/2021:

	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 2019/2020 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 2020 was significantly higher for students with EAL at +0.15.

2.5 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.

2.6 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.

2.7 Sexual Orientation

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

2.8 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.

2.9 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.

2.10 Free School Meals

- Students with FSM = 22.57% as at October 2020.
- The progress of FSM students has improved drastically from the previous academic year, with students achieving a positive Overall Progress 8 of 46.8% (up by 31%). Students with a positive P8 score in EBacc also improved by 41% on the previous year.
- Overall FSM student achieving 5 standard passes including English and maths was 67.6% up by 30% on the previous year (2018/19). The EBacc science elements were also strong with students achievement increased by 34% for students with a strong pass.

2.11 Looked After Children

- 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 under-represented.

2.12 Equal Opportunity Incidents

- The School records and acts upon all incidents which contravene its 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.

3. Information about the Staff population (Autumn roll SIMS 2020)

The total number of staff employed at Rooks Heath School is 164. Our staff are employed in one of the following groups:

- Teaching Staff (85)
- Associate Staff (79)

3.1 Age – HR

Age Range	No. of teaching staff				No. of associate staff			
	2019 / 2020		2020 / 2021		2019 / 2020		2020 / 2021	
	No.	%	No.	%	No.	%	No.	%
>=20	0	0%	0	0%	0	0%	0	0%
21-30	16	9.9%	20	12.3%	7	4.3%	10	6.1%
31-40	17	10.5%	18	11%	12	7.4%	16	9.8%
41-50	23	14.2%	24	14.7%	16	9.9%	15	9.2%
51-60	24	14.8%	17	10.4%	39	24%	35	21.5%
61-70	5	3.1%	5	3.1%	3	1.9%	3	1.8%
71-80	0	0%	0	0	0	0%	0	0

3.2 Disability

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

3.3 Gender

	Male (%)	Female (%)
Teaching Staff	28.5%	71.5%
Associate Staff	20%	80%
Of Total Staff population	22.7%	77.3%

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 with pay for major religious observance days.

3.5 Ethnicity and Race

The ethnic breakdown of staff is shown below:

	Teaching Staff		Associate Staff	
	2019/2020	2020/2021	2019/2020	2020/2021
White/White British/ Irish	46	49	47	46
Asian/Asian British/ Indian/ Pakistani/ Sri-Lankan/ other	26	28	20	23
Black/Black British / African / Caribbean/ other	9	7	6	6
Prefer not to say	0	0	1	1
Not obtained	0	0	0	0
Any other ethnic group	4	0	3	3

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 OCTOBER 2020

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
Taken maternity leave	6
Returned from maternity leave	0
Taken paternity leave	0
Returned following paternity leave	0
Requested flexible working (reduced hours) and granted	6
Requested flexible working (increase hours) and granted	4
Increased from term time to full time	0
Requested extended leave and granted	2

4. Equality Objectives 2020 / 2021

Context:

- Most year groups are full and year 7 in particular is over-subscribed.
- Progress has been made in reducing exclusions. The number of students who received a fixed term or permanent exclusion were overrepresented by students from Year 11 and Year 9. (2019) 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 are making a positive impact. Exclusions reduced from 114 students with a fixed period exclusion, 193 total fixed period exclusion and 12 permanent exclusion in 2017 / 18 to 24 students receiving fixed term exclusions totalling 33 fixed term exclusions overall and 1 permanent exclusion in 2018 / 2019.
- On average exclusions were represented fairly equally between students with FSM and students without – 7% for students without and 6% of students with. (Based on non-FSM 924 students with 66 exclusions and FSM 267 students with 16 exclusions)

- The School has 52% boys and 48% girls.
- Achievement for the last academic year: Overall Progress 8 is +0.09 ¹.
- 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.
- The proportion of Year 11 students accounting towards a progress figure was 76%.
- We are conscious that there has been some impact on our students due to the Coronavirus pandemic leading to potential further disadvantage particularly on our most vulnerable students. Nevertheless, we have put in place a number of measures to ensure that our attendance to school has been good. These measures include 'keeping-in-touch' activities, provision on -site for those eligible to attend school throughout lockdowns and intensive support from our Student Support Hub and SENd teams. We have also engaged with the distribution of food parcels. Attendance to school has consistently been above the national average during the pandemic.

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.

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

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

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

¹ In summer 2020, there were no GCSE examinations and SISRA was used to calculate the Progress 8 Score based on teacher CAGs (Centre Assessed Grades) – the system used that year.