

Millthorpe School



Equality Policy

Adopted by Governors:	October 2013
Committee Link:	School and Community
Review Timetable:	4 Years
Renewal Date:	October 2017

Equality Policy Statement

1. Our Duties and Responsibilities

This document sets out how the School complies with the duties placed upon it by the Equalities Act 2010.

The school welcomes its duties under the Act to take responsibility for promoting race, disability and gender equality.

The school understands the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the Act covers the groups listed below:

- Age (for employees not for service provision)
- Disability
- Ethnicity
- Gender (including issues of transgender)
- Gender reassignment
- Maternity and pregnancy
- Religion or belief,
- Sexual orientation
- Marriage and Civil Partnership (for employees, not for service provision)

2. Meeting the duties of the school

In order to meet the general duties in respect of the groups listed above, the school will undertake the following:

- Publish equality information – to demonstrate compliance with the general duty across its functions (The school will not publish any information that can specifically identify any child)
- Prepare and publish equality objectives
- Prepare, monitor and implement an accessibility plan (to increase access to the curriculum, make improvements to the physical environment of the school and to make written information accessible to pupils in a range of different ways)
- Ensure that all school policies fully reflect the aims, objectives, duties and responsibilities of this Single Equalities Scheme
- Ensure that the School Improvement Plan takes full account of the aims, objectives, duties and responsibilities of this Single Equalities Scheme

3. Profile of the school's students

Characteristic		School Profile
Gender	Male	53%
	Female	47%
Disability	None	84%
	SEND*	16%
Ethnicity	White British	90%
	Black & Minority Ethnic	10%
	English as an Additional Language**	5%

* Special Educational Needs & Disabilities

**N.b. first language itself is not a protected characteristic

The following non-visible characteristics are not collected from students:

- Sexuality
- Gender Identity
- Religion

The following characteristic does not apply under the Act for schools:

- Age

4. The three elements of the Act

There are three ways in which organisations must demonstrate their compliance with the Act:

- Eliminating discrimination and other conduct that is prohibited by the Act
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.
- Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it

4.1 Eliminating discrimination and other conduct that is prohibited by the Act

- The school regularly holds assemblies on the theme of religious and ethnic persecution and its consequences
- The Behaviour Policy states specifically that the school does not tolerate any behaviour that is derogatory to a particular ethnic group
- All incidences of behaviour which racist, homophobic or otherwise discriminatory are recorded in the pastoral database and racist and homophobic abuse is reported to the local authority.
- The school employs a team of Student Support Officers whose remit includes working proactively to address prejudice among students, for example by facilitating joint projects between students from different ethnic groups on the theme of community cohesion.
- The school's curriculum addresses issues and themes relating to equality in relevant contexts, for example through the study of the slave trade in history and the holocaust in RE.
- At the School & Communities Committee meeting on 17/10/2013, Governors were reminded of the School's duties under the Act and specific issues relating to the School were discussed.

4.2 Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.

- The school regularly analyses attainment data cross-tabulated by different student characteristics to inform planning and intervention (see Appendix 2):

- Analysis of 2013 data shows that Black & Minority Ethnic students achieved better results than the FFT-B estimates for the group and better on average than White British students in all key measures
- The data also shows both girls and boys exceeded FFT-B estimates in all key measures. Girls outperformed boys in all measures, by a larger gap than FFT estimates in 3 out of 4 measures.
- The data for students with a disability is more complex. The number of students with a registered disability is too small to make comparisons. SEND (comprising School Action, School Action+ and Statemented students) is a broad surrogate for disability and students within this category have a wide range of additional needs. School Action students were below FFT-B in 3 out of 4 measures, but well above for 5 A*-C. School Action+ & Statemented were slightly below for 2, slightly above for 1 and well above for 5A*-C. For many students in this group, there are particular circumstances making a good pass unlikely in either English or Maths. 84% of SEND students achieved positive residuals overall, indicating that they performed better than their FFT estimate.
- The school identifies future students with a disability prior to enrolment through transition visits to feeder primary schools. This allows suitable provision to be arranged in advance to overcome potential barriers.
- The school provides specific support for students with English as an Additional Language (EAL). This includes work with EAL specialists from the Local Authority alongside support from the school's Inclusion Team. A dedicated TA is responsible for overseeing smooth transition for these students by e.g. raising awareness among staff, helping them participate in extra-curricular and social activities, providing opportunities to improve their English and providing foreign language dictionaries. The school also maintains a register of bi- and multi-lingual staff and a bank of visual resources.
- The Inclusion Team seeks to improve aspirations among female students through work with small groups of girls identified as having low aspirations beyond school.
- Where appropriate, the school identifies mentors from relevant communities to work with students from particular ethnic groups where prior cultural experiences may be presenting barriers to progress.
- The school has a dedicated member of staff to support pregnant students and the school nurse works to reduce unwanted pregnancy, particularly among students whose behaviour puts them at greater risk.

- The school makes appropriate provision for students with particular dietary requirements (e.g. kosher, halal) or medical restrictions (e.g. no blood transfusions) as part of their religious beliefs.

4.3. Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it

- The school curriculum provides a variety of other opportunities for students to learn about the contribution of different cultures and different groups to world history. For example, the Key Stage 3 RE syllabus for all students incorporates investigation and discussion on a range of ethical topics relating to equality and diversity.
- The Behaviour Policy is designed to reward students who consistently uphold the school's values of fairness and respect towards others.
- The school organises an exchange visit with a school in Germany each year, helping students gain a first-hand insight into a different culture.
- The school also participates jointly with another York school in hosting a cultural exchange visit with a (different) school in Germany for a weekend of activities centred on remembrance and commemoration.
- The school also organises regular trips to enhance students' cultural understanding (In 2012/13, these included Krakow / Auschwitz, Paris, Normandy and Valencia.
- School events, such as activities week, open evenings and fairs, provide opportunities for students and parents to celebrate diverse cultures.

5. Review

This policy will be reviewed by Governors on a 4-year cycle and the equality objectives will be reviewed annually in line with legislative requirements.

Appendix 1: Equality Objectives

1. We will continue to carry out targeted intervention with boys to address any difference in attainment between boys and girls. (Such intervention may not be explicitly targeted at boys but rather developed in response to specific barriers prevalent in this group.)

2. We will continue to close the gap between the attainment of students with SEND and those without. This will be achieved through a range of targeted interventions with individual students and the embedding of positive teaching practices which facilitate the progress of students with additional needs.
3. We will raise the aspirations of female students (with success measured by surveys / case studies of students involved).

Appendix 2: Performance Data Analysis

Group	School Profile	5A*-C inc Eng & Maths	FFT Estimate (B)	Difference to FFT-B
<i>Whole school</i>	100%	70%	64%	+6%
Gender	Male	60%	56%	+4%
	Female	83%	75%	+8%
Ethnicity	White British	69%	63%	+6%
	Black & Minority Ethnic	80%	71%	+9%
	No SEND	81%	71%	+10%
SEND	School Action	17%	26%	-9%
	SA+ / Statement	22%	25%	-3%

Group	5A*-C	FFT Estimate (B)	Difference to FFT-B
<i>Whole school</i>	97%	87%	+10%
Gender	Male	83%	+14%
	Female	92%	+7%
Ethnicity	White British	86%	+12%
	Black & Minority Ethnic	91%	+1%
	No SEND	91%	+7%
SEND	School Action	68%	+28%
	SA+ / Statement	63%	+37%

Group	Eng 3LP	FFT Estimate (B)	Difference to FFT-B
<i>Whole school</i>	76%	66%	+10%
Gender	Male	57%	+9%
	Female	78%	+13%
Ethnicity	White British	66%	+10%
	Black & Minority Ethnic	72%	+13%
	No SEND	69%	+14%
SEND	School Action	47%	-8%
	SA+ / Statement	53%	+3%

Group	Maths 3LP	FFT Estimate (B)	Difference to FFT-B
<i>Whole school</i>	76%	69%	+7%
Gender	Male	65%	+5%
	Female	75%	+10%
Ethnicity	White British	69%	+7%
	Black & Minority Ethnic	74%	+11%
	No SEND	73%	+10%
SEND	School Action	49%	-5%
	SA+ / Statement	50%	-5%