EQUALITY POLICY

Non Sibi Sed Aliis

Your word is a lamp to my feet and a light to my path.
Psalm 119, vs 105

"Love thy neighbour as thyself."
Mark 12:31

This policy document and the content contained therein remains the responsibility of the Headteacher and Governing Body of the school. No amendments can be made without their express instructions and they remain the final arbiters in any matters relating to it.

Review Date: Spring Term 2026

Next Review Date: Spring Term 2027

Reviewed By: Mrs A Wilson

APPROVED BY THE HEADTEACHER – Spring Term 2026

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EQUALITY POLICY

INTRODUCTION

This policy sets out Balshaw's Church of England High School's approach to promoting equality, as defined within the Equality Act (2010). It covers age, sex, race, disability, religion or belief, sexual orientation, pregnancy, those undergoing or who have undergone gender reassignment and our approach to community cohesion.

THE SCHOOL CONTEXT

Balshaw's Church of England High School, in Leyland, is an average Local Authority mixed maintained Church of England secondary school. The vast majority of students are of white British heritage and a small number come from a range of black and Asian backgrounds. The school has lower numbers than is usual of students whose English is at an early stage of development, who have learning difficulties or other disabilities or who are entitled to free school meals. The school population is stable and students do not tend to move on once a place has been secured.

RATIONALE

Balshaw's CE High School is an inclusive faith school where our primary focus is on the wellbeing and progress of every child in our school community, and where all members of our community are considered to be of equal worth. Every person in our school community has been made in the image of God (Gen 1:27) and is loved unconditionally by God. Everyone is equal in the sight of God and therefore we seek to love one another as Jesus loved others. Our school is a place where we seek to serve others and all in their unique difference can able to thrive.

We believe that the Equality Act provides a framework to protect people from discrimination, to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

AIMS AND VALUES OF THE POLICY

The school aims to provide equality and excellence for all in order to promote the highest possible standards.
The core values on which the policy is based include:

- a culture of respect for others
- promoting equality by recognising and celebrating differences between people
- a community where students are well prepared for life in a diverse multi-cultural society

The aims of this policy are:

- to ensure that all members of the Balshaw's community can achieve their potential free from intolerance, stereotyping and prejudice
- to ensure that students treat others with respect and are aware of their rights and responsibilities within the Balshaw's community
- to ensure that staff are aware of their rights and responsibilities, and that they feel supported in dealing with prejudice of any kind

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

We recognise and respect difference.

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to protected characteristics.

We observe good equalities practice in staff recruitment, retention and development.

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development. We recognise that certain roles in school

will have genuine occupational requirement (GOR) for the post holder to be a practising Christian and ensure effective assessments of each role are carried out to establish whether a GOR applies.

We aim to reduce and remove inequalities and barriers that already exist.
In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist

Society as a whole should benefit.
We intend that our policies and activities should foster greater social cohesion and greater participation in public life of those with protected characteristics.

Objectives
The school uses the School improvement planning process to set objectives for all aspects of school life. These objectives are set having due regard to this policy

PURPOSE OF THE POLICY

The School's Equality Policy provides a framework to pursue its equality duties to have due regard to:
• eliminate unlawful discrimination, harassment and victimisation
• advance equality of opportunity between people who share a protected characteristic and people who do not share it.
• foster good relations and positive attitudes between all characteristics and different groups in all of its activities.

Through the Equality Policy, the school will seek to ensure that no students, staff, parents, guardians or carers or any other person through their contact with the school receives less favourable treatment and are not discriminated against and are given equality of opportunity.

A protected characteristic under the Equality Act covers the protected characteristics listed below:

- age (for employees not for service provision)
- disability
- race
- sex (including issues of transgender and those undergoing or who have undergone gender reassignment)
- maternity and pregnancy
- religion and belief
- sexual orientation
- marriage and civil partnership (for employees)

The Equality Act requires all public organisations, including schools, to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity between different groups and foster good relations between different groups. This means that our school cannot discriminate against students or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity. Age and marriage or civil partnership are also protected characteristics but are not part of the school provisions related to students.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:
• Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act
• Advance equality of opportunity between people who share a protected characteristic and people who do not share it
• Foster good relations between people who share a protected characteristic and people who do not share it

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

When developing the policy, we took account of the DfE guidance on the Equality Act 2010 and also the Ofsted Inspection Framework 2012, which places a strong focus on improving the learning and progress of different groups

and on closing gaps in standards. In preparing the policy, we have taken note of the fact that Ofsted has a statutory duty to report on the outcomes and provision for students who have special educational needs and those who are disabled.

Links to other policies and documentation

We ensure that the principles listed above apply to all of our policies and practice including those that are concerned with:

- Pupils' progress, attainment and achievement
- Pupils' personal development and wellbeing
- Teaching styles and strategies
- SMSC and PSHE
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Special educational needs
- Behaviour, discipline and suspensions
- Bullying and addressing prejudice related bullying
- Working in partnership with parents, carers and guardians
- Working with the wider community

We also ensure that information about our responsibilities under the Equality Act are included in our school development plan, self-evaluation review, the school prospectus, school web site and newsletters.

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our school development plan, self-evaluation review, the school prospectus, school website and newsletters.

There are also references in the behaviour, admissions, SEN and anti-bullying policies, as well as minutes of meetings involving governors, the whole staff and the Senior Leadership Team and School Council. The Equality Act also applies to schools in their role as employers, and the way we comply with this is found in our recruitment policy.

WHAT ARE WE DOING TO ELIMINATE DISCRIMINATION, HARASSMENT AND VICTIMISATION?

We take account of equality issues to admissions and suspensions, the way we provide education for our students and the way we provide access for students to facilities and services. We are aware of the reasonable adjustment duty for disabled students, designed to enhance access and participation to the level of non-disabled students and to stop disabled children being placed at a disadvantages compared to their non-disabled peers.

The Headteacher ensures that at all appointment interviews, due regard is given to this policy so that no-one is discriminated against when it comes to employment, promotion or training opportunities. We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the school. We make a record of each specific equality consideration and this is available for review if required. We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all. Our admissions arrangements are fair and transparent, and we do not discriminate against students by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

BEHAVIOUR, SUSPENSIONS AND ATTENDANCE

The school policy on Behaviour for Learning (rewards, sanctions and suspensions) takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for students with a

disability. We closely monitor data on suspensions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

ADDRESSING PREJUDICE AND PREJUDICE-BASED BULLYING

The school challenges all forms of prejudice-based bullying which stands in the way of us fulfilling our commitment to inclusion and equality. These are:

- prejudices around disability and special educational needs
- prejudices around gender and sexual orientation, including homophobic, transphobic and transgender attitudes
- prejudices around race, religion or belief, travellers, migrants, refugees and people seeking asylum

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.

We keep a record of difference prejudice-related incidents and provide a report to governors and the local authority about the numbers, type and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents. Students know the sanctions attached to prejudice-based bullying.

WHAT ARE WE DOING TO ADVANCE EQUALITY OF OPPORTUNITY BETWEEN DIFFERENT GROUPS?

We know the needs of our school population very well, and collect and analyse data in order to inform our planning and identify targets to achieve improvements. We have procedures, working in partnership with parents and carers, to identify children who have a disability through our new intake meetings and transition meetings with primary schools. We collect data and monitor progress and outcomes of different groups of students and use this data to support school improvement. We take action to close any gaps, for example for those making slow progress in acquiring age-appropriate literacy and numeracy skills.

We collect, analyse and publish data:

- on the school publication by gender and ethnicity
- on the percentage of students identified as having a special educational need and/or disability and by their principal need or disability
- by year group – in terms of ethnicity, gender and proficiency in English
- on inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English
- by students identified by Ever6

We publish an analysis of standards reached by different groups at the end of each key stage:

- white British
- ethnic minority groups
- all free school meals and Ever6
- English as an additional language
- all special educational needs
- special educational needs at school action and school action plus
- special educational needs statements
- travelling children
- looked-after children
- known AGT
- particular primary schools (Leyland Methodists)

We also collect, analyse and use data in relation to attendance, inclusion and suspension of different groups in school.

We are aware that the legislation relates mainly to current but also to future students – we will for example be sufficiently prepared if a visually-impaired, hearing-impaired or gypsy Roma traveller pupil joins our school.

We avoid language that runs the risk of placing a ceiling on any students' achievements or that seeks to define their potential as learners such as 'less able'. We use a range of learning and teaching strategies that ensure we meet the needs of all students. We track, monitor and provide support to students at risk of underachieving. We are alert, sensitive and proactive about the potentially damaging impact of negative and discriminatory language in matters such as race, gender, disability and sexuality.

In addition to avoiding or minimising the possible negative impacts of our policies, we take opportunities to maximise positive impacts on all within the school community by reducing and removing inequalities and barriers that may already exist between, for example:

- disabled and non-disabled people
- people with learning disabilities and those without
- people of different ethnic backgrounds
- people of different cultural backgrounds
- people of different religious backgrounds
- people of different sexual orientation
- girls and boys

We ensure equality in our school curriculum so that all students can access a broad and balanced curriculum, removing barriers to participation when necessary.

WHAT ARE WE DOING TO FOSTER GOOD RELATIONS?

We prepare our students for life in a diverse society and ensure there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our students. We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.

We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping. We promote a whole school ethos and values that challenge prejudice-based discriminatory language, attitudes and behaviour. We provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures. We include the contribution of different cultures to world history and that promote positive images of people. We provide opportunities for students to listen to a range of opinions and empathise with different experiences. We promote positive messages about equality and diversity through displays, assemblies, visitors and whole school events, e.g. anti-bullying week.

OTHER WAYS WE ADDRESS EQUALITY ISSUES

We maintain records of all training relating to the equalities and our monitoring records include evaluations of aspects of equalities. We keep minutes of meetings where equality issues are discussed. We have a rolling programme for reviewing all of our school policies in relation to equalities and their impact on the progress, safety and wellbeing of our students. The implications for equalities of new policies and practices are considered before they are introduced.

In order to ensure that the work we are doing on equalities meets the needs of the whole school community, we:

- review relevant feedback from the annual parent questionnaire, parents' evening, School Council meetings, prefect review meetings, Balshaw's Association meetings, governors' meetings
- secure and analyse responses from staff surveys, staff meetings and training events
- review feedback and responses from the children and groups of children, from the School Council, PSHE lessons, whole school surveys
- analyse issues raised in annual reviews or reviews of progress on individual education plans, counselling sessions, mentoring and support
- ensure that we secure responses and feedback at governing body meetings and from the governing body's sub-committee groups

PUBLISHING EQUALITY OBJECTIVES (see school development plan)

The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues. We evaluate our success in meeting the public service equality duties by the extent to which we achieve improved outcomes for the different groups. We produce equality data analysis which inform our discussions about the equality objectives.

Our equality objectives for 2017-20 are:

1. Admissions - To develop a process to better engage with all communities in our local area and obtain figures for breakdowns of the protected characteristics in order to assess.
2. Attainment - To explore and understand the issues further so that the school can begin to narrow the gap.

3. Attendance - To explore and understand the reasons for the absence and what support can be given to individual students with disabilities to improve attendance rates.
4. Suspensions – To maintain our low number of suspensions across all categories of students on the protected characteristics list.
5. Prejudice-related incidents – To raise awareness of offensive language with any prejudicial connotations and promote positive attitudes towards alternative lifestyles and all differences between young people and all diverse groups.
6. Employment – To employ a more diverse workforce
7. Employment – To ensure we maintain a professional workforce.

Appendix 3 publishes our equality data that is the basis for our equality objectives. These also form part of our school development plan.

ROLES AND RESPONSIBILITIES

Governing Body are responsible for:

- ensuring that the school complies with legislation and that this policy and its related procedures and action plans are implemented
- involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these
- a member of the governing body having an overview regarding the implementation of this policy
- monitoring progress towards achieving equality objectives
- publishing data and equality objectives

Every governing body committee keeps aspects of the school's commitment to the equality duty under review, for example in terms of standards, curriculum, admissions, suspensions, personnel issues and the school environment. Governors annually review the equality policy and evaluate the success of the school's equalities work.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles in above
- keep up-to-date with equalities legislation relevant to their work.

Headteacher is responsible for:

- implementing the policy
- promoting key messages to staff, parents and students about equality
- ensuring that all staff are aware of their responsibilities and are given appropriate training and support
- taking appropriate action in any cases of unlawful discrimination
- ensuring a senior member of staff has day to day responsibility for co-ordinating implementation of the policy and for monitoring outcomes; he/she will have expert and informed knowledge of the Equality Act
- highlighting what is expected of staff, parents and students with regard to equality and what can be expected from the school in carrying out its day to day duties
- ensuring that all the school community receives relevant training to meet the need of delivering equality, including awareness by students
- highlighting to all staff their responsibility to record and report prejudice-related incidents

Senior Leadership Team is responsible for:

- supporting the Headteacher in all of the above
- ensuring fair treatment and access to services and opportunities
- ensuring that all staff are aware of their responsibility to record and report prejudice-related incidents

Teaching staff are responsible for:

- maintaining the highest expectations of success for all students
- supporting different groups of students in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keeping up to date with equalities legislation relevant to their work
- making an important contribution to ensuring that all students are able to achieve their expected outcomes

- planning and delivering curricula and lessons that reflect the school's principles, for example in providing materials that give positive images in terms of race, gender and disability
- promoting an inclusive and collaborative ethos in their classroom
- upholding the commitment made to students and parents/carers on how they can be expected to be treated
- challenging prejudice and discrimination
- dealing fairly and professionally with any prejudice-related incidents that may occur
- planning, creating and delivering an inclusive curriculum
- ensuring that they have an awareness of their responsibility to record and report prejudice-related incidents and know the correct procedures to be followed

Non-teaching staff are responsible for:

- maintaining the highest expectations of success for all students
- supporting different groups of students in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keeping up to date with equalities legislation relevant to their work
- supporting the school and governing body in delivering a fair and equitable service to all stakeholders
- maintaining the highest expectations of success for all students
- supporting different groups of students in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keeping up to date with equalities legislation relevant to their work
- upholding the commitment made by the Headteacher on how students and parents/carers can be expected to be treated
- supporting all colleagues within the school community
- ensuring that they have an awareness of their responsibility to record and report prejudice-related incidents and know the correct procedures to be followed

Students are responsible for:

- positively engaging with each other and to live out the Christian ethos of the school.
- supporting the school to achieve the commitment made to tackling inequality
- upholding the commitment made by the Headteacher on how students and parents, carers, staff and the wider school community can be expected to be treated

Parents/Carers and visitors are responsible for:

- being informed of the school's policies and procedures with regard to equalities and are expected to be active partners in supporting the school.
- taking an active part in identifying barriers for the school community and in suggesting to the governing body any actions that can be taken to eradicate these
- taking an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all

Local community members are responsible for:

- taking an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these
- taking an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all

Visitors - All visitors to the school, including parents and carers, are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in school newsletters to enable them to do this.

STAFF DEVELOPMENT AND TRAINING

We ensure that all staff, including support staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

COMMUNITY COHESION

- We are committed to supporting community cohesion by:
- developing a common vision and sense of belonging
- developing an appreciation of the diversity of people's backgrounds and circumstances
- creating opportunities for all learners to achieve their potential
- building strong and positive relationships

Engagement and extended services:

- We have good links with other schools, locally and regionally.
- Teachers have links with other schools and promote good role models when interacting with staff from other schools, through a range of activities
- Learners have a strong voice and opportunities to take responsibility through our Student Council
- We engage parents through a range of activities, consultation evenings and focus groups to name but a few.
- We have strong links with external agencies including social services, the health service and police.
- Multi- agency working with voluntary agencies and private sector. Building networks and partnerships between services to encourage joint thinking and sharing of skills.
- Outreach work via family support team including preventative work and crisis intervention, satellite groups, home visits and needs-led support.
- Integrated support to ensure a personalised service.
- Relevant signposting to other agencies in the community.
- Raising awareness in the community about the range of services on offer at the centre and local

BREACHES OF THE POLICY

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Governing Body and LA as required.

RECRUITMENT AND TRAINING

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

As an employer, we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. We respect the religious beliefs and practice of all staff, students and parents, and comply with reasonable requests relating to religious observance and practice. We ensure that all staff, including support and administrative staff, receives appropriate training and opportunities for professional development, both as individuals and as groups or teams.

DISSEMINATING THE POLICY

This equality policy, along with the equality objectives and data, together with our Christian vision and values are known to all staff, governors, parents and carers and, as appropriate, to all pupils. It is available on the school website, as paper copies in the school office, in the staff handbook. We ensure that the whole school community knows about the policy, objectives and data through the school newsletter, assemblies, staff meetings and other communications. We publish on the school's website copies of relevant policies and guidance, including those on behaviour, anti-bullying and special educational needs.

MONITORING AND REVIEWING OBJECTIVES

We review and update our equality objectives every two years and report annually to the governing body on progress towards achieving them. We review the information about equalities in the policy annually and make adjustments as appropriate. Our review involves consulting students, staff, governors and parents and carers.

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. In particular we collect, analyse and use data in relation to the admissions, pupil achievement, behaviour and attendance of pupils in the following subgroups:

- Gender
- SEND
- Ethnicity
- Disadvantaged

Quality Assurance

Each student's progress is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs, looked-after status. In addition to monitoring to rule out any potential disadvantage, quality assurance procedures ensure Balshaw's meets its duty to positively promote diversity. (e.g. lesson observations record evidence of differentiation and texts are reviewed to ensure appropriateness and inclusivity.) The data collected is used to inform further school planning, target-setting and decision-making.

BREACHES OF THIS POLICY

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Headteacher and governing body.

COMPLAINTS PROCEDURE

We hope that parents and carers will not feel the need to complain about the operation of our equality policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage by contacting the Headteacher. However, the school's complaints procedures are on our website. We will send you copies on request. Please contact the School Bursar (Ms Kidd). We undertake to investigate all complaints and to notify you of the outcome of investigation within 28 days. We maintain records of complaints for five years after your child has left our school. All complaints about the use of reasonable force or allegations against members of staff will be thoroughly, speedily and appropriately investigated and the governing body informed.

The procedure by which parents make representations about the curriculum is set out by the Education Reform Act and Lancashire County Council. Copies of this procedure are available from County Hall, Preston. Alternatively, more information on making a complaint under the Equality Act 2010, please visit the Equality & Human Rights Commission (www.equalityhumanrights.com) or the Department of Education (www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity).

Key Contacts

Staff responsible for equalities: Steven Haycocks and Lead Governor

APPENDIX 1 - Some useful contacts

Race	Commission for Racial Equality Telephone 0113 389 3600	www.cre.gov.uk
Sexuality	Association to Aid the Sexual & Personal Relationships of People with a Disability Telephone 0171 607 8851 Stonewall Limited Telephone 0171 222 9007	www.stonewall.org.uk
Disability	Disability Rights Commission Telephone 08457 622633	www.drc.org.uk
Age	Age Positive	www.agepositive.gov.uk
Homeless	Shelter Freephone 0800 446441	
General	Equal opportunities Commission Telephone 0161 833 9244 Learning & Skills Council Telephone 0845 019 4188 ACAS	www.eoc.org.uk www.lcs.gov.uk www.acas.org.uk

APPENDIX 2

Checklist for school staff and governors

- The school collects information on race, disability and gender with regards to both students and staff, e.g. student achievement, attendance, suspensions and staff training.
- This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides.
- The equality policy and plan and objectives have been shaped by the views, input and involvement of staff, parents, governors, students and other stakeholders.
- The school publishes information to demonstrate purposeful action on the general duties.
- The school analyses student achievement in terms of progress and standards for different groups and takes action when trends or patterns indicate a need.
- The school sets equality objectives to improve outcomes for vulnerable students and monitors progress on reaching these objectives.
- A senior member of staff has responsibility for co-ordinating the implementation of the policy and monitoring outcomes.
- The school ensures that all staff understand and implement the key requirements of the equality policy.
- The school ensures that visitors to the school understand and follow the key requirements of the equality policy.
- The curriculum includes opportunities for all students and understand and celebrate diversity and difference.
- All groups of students are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the school council.
- The school monitors bullying and harassment of students in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern.
- Visual displays and multi-media resources reflect the diversity of the school community.
- Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies.
- The school environment is increasingly accessible to students, staff and visitors to the school, including the acoustic environment.
- Open evenings and other events which parents, carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered.
- The accessibility needs of parents, students and staff are considered in the publishing and sending out of information and the school's accessibility plan.
- The governing body is increasingly representative of the community it serves.
- Procedures for the election of parent governors are open to candidates and voters who are disabled.

APPENDIX 3

UNDERSTANDING OUR SCHOOL COMMUNITY – JULY 2026

Students

There are 918 students in total on roll at the school.

Using the SIMS data, the following information was available:

Ethnic Categories					
White - British	797	White and Black Caribbean	7	White and Asian	8
White and Black African	7	Any other White background	14	Any other mixed background	7
Indian	1	Pakistani	8	Chinese	5
Any other Asian background	4	Any other ethnic group	1	Refused / Information Not Yet Obtained	19
Traveller of Irish heritage	2	White - Irish	2		
Disability Categories					
Physical disability	17	Specific learning difficulty	83	Moderate learning difficulty	12
Speech/lang/communication	19	Hearing impairment	8	Visual Impairment	3
ASD	22	SEMH	27	Other/awaiting assessment	0
Special Education Needs (SEN)					
No specified SEN	731	EHCP	16	SEN support	25
Some Concerns	143	Medical	0		
Gender					
Female	490	Male	456		
Religion & Belief					
Anglican	26	Buddhist	1	Christian	363
Methodist	13	Muslim	11	Jehovah's Witness	2
HIndu	0	Other religion	6	Refused	25
No religion	217	United Reform Church	4	Roman Catholic	40
Sikh	1	Not yet obtained	206		
First Language					
English	887	Hungarian	2	Panjabi	1
Arabic (any other)	10	Chinese (Cantonese/Mandarin/Putonghua)	2	Spanish	2
Polish	9	Romanian	3	Ebira	1
Italian	1				

Staff

Ethnicity	**Manual/%**	**Support/%**	**Teaching/%**	**Management/%**	**Total**
White British	2 - 100%	36 – 97.3%	53 – 96.4%	7 – 100%	98
Other ethnic					
White other		1 – 2.7%	2 – 3.6%		3
Gender	**Manual/%**	**Support/%**	**Teaching/%**	**Management/%**	**Total**
Male	2 - 100%	10 – 27%	18 – 32.7%	3 – 42.9%	33
Female	0 – 0%	27 – 73%	37 – 67.3%	4 – 57.1%	68
Age	**Manual/%**	**Support/%**	**Teaching/%**	**Management/%**	**Total**
Under 20 yrs		0 – 0%	0 – 0%	0 – 0%	0
20-29 yrs		9 - 24.3%	8 – 14.5%		17
30-39 yrs		6 – 16.2%	13 – 23.6%		19
40-49 yrs		10 – 27%	15 – 27.3%	4 – 57.1%	29
50-59 yrs	1 – 50%	6 – 16.2%	18 – 32.7%	3 – 42.9%	28
60-65 yrs	1 – 50%	5 – 13.5%	1 – 1.8%		7
66+ yrs		1 – 2.7%			1

Total	**2**	**37**	**55**	**7**	**101**

No information was available on the following protected characteristics:

Gender reassignment	The school agreed to seek further advice and guidance from local and national specialists on how and when to ask pupils this question and how to use the data sensitively.
Sexual identity	The school agreed to seek further advice and guidance from local and national specialists on how and when to ask pupils this question and how to use the data sensitively when collected and when pupils tell us. If the school received information on whether any of the pupils on roll identified as lesbian, gay, bisexual or transgender (LGBT), this information would be held confidentially and dealt with sensitively.