



Equality Information

| | | |
|----------------|-------------------------|------------------------------|
| Applicable to: | ✓ | Astley Community High School |
| | ✓ | Seaton Sluice Middle School |
| | ✓ | Whytrig Middle School |
| Approval body: | Pupil Support Committee | |

Status:

| | |
|------------------------------|-----------------------------|
| Statutory policy or document | Yes |
| Review frequency | Annually |
| Approval by | Governing Body to determine |

Publication:

| | |
|--|-----|
| Statutory requirement to publish on school website | Yes |
| Agreed to publish on school website | Yes |

Review:

| | |
|-----------|-----------------|
| Frequency | Next Review Due |
| Annually | September 2022 |

Version Control:

| Author | Creation Date | Version | Status |
|---|----------------------|----------------|--|
| Business Manager (BW) | 13 August 2019 | 0.1 | Initial draft for 2019-20 based on previous separate school reports (September 2017) |
| Changed by | Revision Date | | |
| Business Manager (BW) | 16 September 2019 | 1.0 | Final approved version for publication |
| Data and Curriculum Services Manager (AD) | 20 October 2020 | 1.1 | Updated for 2020-21 |
| Business Manager (BW) | 15 December 2020 | 2.0 | Final approved version for publication |
| Data and Curriculum Services Manager (AD) | 22 February 2022 | 2.1 | Updated for 2021-22 |
| Business Director (BW) | 21 March 2022 | 3.0 | Final approved version for publication |
| | | | |

1 Introduction

1.1 This is the federation's published data about school population and differences of outcomes for groups with protected characteristics.

2 Composition by year group, ethnicity, gender and proficiency in English

2.1 As at September 2021, our schools are:

- ACHS - five/six form entry in the lower school (six in Year 9 and five in Years 9/10) and four forms in Years 12/13
- SSMS - three form entry
- WMS - two/three form entry (two in Years 7 and three in Year 5/6/8)

2.2 Teaching and Learning has a focus on engaging and responding to the needs of all students/pupils, and engaging harder to reach groups with a curriculum appropriate to their needs e.g. we have literacy and numeracy groups.

2.3 We aim to be totally inclusive and review the curriculum each year with a view to ensure engagement of both boys and girls equally. The gender balance in each school is as follows:

- ACHS - 8 more boys in the school than girls
- SSMS - 43 more boys in the school than girls
- WMS - 2 more girls in the school than boys

2.4 The number of students/pupils from minority ethnic (ME) backgrounds is:

- ACHS - 25 out of 562
- SSMS - 7 out of 308
- WMS - 10 out of 288

2.5 The number of students/pupils who speak English as an additional language (EAL) is:

- ACHS - 8
- SSMS - 0
- WMS - 5

2.6 There are no identified trends in underachievement for these students/pupils.

2.7 We have specific groups in all year groups who are the focus of intense support with the development of their literacy and numeracy skills. We hope this will positively impact on their achievement across the curriculum.

2.8 Our disadvantaged students/pupils in respect of whom we receive the Pupil Premium Grant (PPG) are reported on as a discrete group in order to demonstrate the effect of the PPG funding on closing gaps in attainment. In 2020-21 there was still a gap between those in receipt of the PPG compared to other students/pupils nationally. Each school is working hard to narrow this gap and further information regarding this is on the federation's website at <https://svf.org.uk/our-federation/pupil-premium>.

3 Composition by types of impairment and special educational need

3.1 The percentage of students/pupils on the SEND register in each school is as follows:

- ACHS - 10.0%
- SSMS - 19.4%
- WMS - 19.8%

3.2 The federation has clear protocols and targeted provision to support these students/pupils and further information regarding this is on the federation's website at <https://svf.org.uk/our-federation/send>.

3.3 Provision is in place for all SEND students/pupils. Each school's SENDCo coordinates the support and directs appropriate staff to deliver targeted interventions to this group, and we record the interventions a student/pupil has had and their impact on attainment.

3.4 The federation's SEND Policy, other linked policies and pastoral or academic interventions support our SEND students/pupils and other vulnerable groups to develop strategies in order to generate active engagement and positive attitudes to learning in lessons.

3.5 Our schools are accessible sites with ramps, accessible toilets and wheelchair accessible buildings. The ACHS main school building has a lift for wheelchair users to access the first floor. There is a current accessibility plan for each school.

4 Inequalities of outcome and participation connected with ethnicity, gender and disability, and with proficiency in English

4.1 The federation has set equalities objectives and an action plan which reflects our priorities and objectives. These include narrowing any gaps that are still apparent including those in attainment, achievement and attendance. It also reflects our priority in raising awareness to racist and LGBTQ-phobic bullying issues and language and a commitment to safeguarding students/pupils from extremist ideologies.

4.2 Last year there was a gap between our SEND students/pupils and others. We are fully aware of this and efforts have been made to target this group. We hope to see the narrowing of this gap in 2021-22.

4.3 There are only 13 EAL students/pupils on roll (8 at ACHS, 0 at SSMS and 5 at WMS) and they achieve in line, or slightly above their peers.

4.4 Compared to girls in each school, boys' attainment was as follows:

- ACHS - lower, but more or less comparable to boys nationally
- SSMS - higher, but slightly lower than boys nationally
- WMS - higher

4.5 Students/pupils are targeted on our interventions for English and Maths. For example our set sizes are kept as small as we can make them, particularly for the lower ability, and all have extra support staff. Small groups of students attend booster groups or specific interventions.

5 Use of data on inequalities of outcome and involvement when setting objectives for achievable and measurable improvements

5.1 The targets we set that relate to achievement and closing gaps for vulnerable groups are set within each school's improvement planning and are reflected in our

equalities objectives. Objectives relating to disadvantaged children eligible for Free School Meals (Pupil Premium) are given a high priority.

5.2 We record and report instances of discriminatory language and bullying, and set equalities objectives accordingly when we identify a need to incorporate anti-discriminatory practice into our teaching and learning.

5.3 Behaviour and safety data is analysed termly and actions are identified to address any concerns that have been raised. The pastoral teams and Senior Leadership Team consider the data and identify key issues which then feed directly into future thinking and practice.

6 Documentation and record-keeping

6.1 The federation's Equality Policy is published on the federation's website and there are references in the school development plan to gap closing and achieving equality of outcome for vulnerable learners.

6.2 Before introducing new policies or measures, the federation assesses their potential impact on equalities, both positive and negative e.g. a proposed staffing restructure will undergo an impact evaluation.

7 Roles and responsibilities

7.1 A senior member of staff (the federation's Business Manager) has special responsibility for equalities matters.

7.2 The Pupil Support Committee has oversight of equalities matters.

8 Staffing

8.1 The federation's programme for continuing professional development (CPD) includes references to equalities, both directly and indirectly. There is consideration of equality of opportunity in the recruitment and promotion of staff, both teaching and support staff.

9 Behaviour and safety

9.1 There are clear procedures for dealing with prejudice-related bullying. Each school returns a report to the local authority annually on the number of racist incidents. Surveys show that most students/pupils feel safe from all kinds of bullying. Our parental surveys indicate that parents are happy with the way bullying is dealt with.

9.2 The local authority has close working relationships with Stonewall and Show Racism the Red Card.

10 Curriculum

10.1 Focussed attention is paid to the needs of specific groups of students/pupils, for example those who are registered as SEND, and there is extra or special provision for certain individuals/groups, as appropriate.

10.2 There is coverage in the curriculum that promotes students'/pupils' spiritual, moral, social and cultural development.

10.3 Our schools take part in nationally recognised initiatives and award schemes e.g. Anti-Bullying Week and School Sports awards.

10.4 Within the curriculum materials in all subjects we are developing positive images of men and women from a variety of backgrounds to challenge stereotyping and discrimination.

11 Consultation and involvement

11.1 The federation is developing procedures for consulting and involving parents and carers, for engaging with local groups and organisations, and for finding out what students/pupils think about their school, and is considering the concerns and requirements of the Equality Act for each of these procedures.

11.2 Each school has a Student/Pupil Council that meets regularly and we survey students/pupils about various issues, as well as running student/pupil panels to consult on issues associated with each year group e.g. transition.