

Equality Information



STATUTORY / NON-STATUTORY	STATUTORY
MEMBER OF STAFF RESPONSIBLE	Headteacher
DATE APPROVED BY Head/SLT	September 2021
GOVERNING BODY OR COMMITTEE RESPONSIBLE	GP
DATE OF FULL GOVERNING BODY APPROVAL	November 2021
REVISION DUE DATE	November 2025

Introduction

We recognise that the public sector equality duty has three aims and they are to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who have a shared characteristic and those who do not.

The Leadership Team, House Leaders and Subject Leaders review how well we achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief).

School Context

Noadswood is a mixed 11-16 comprehensive school catering for pupils from a wide variety of backgrounds. The catchment area is mainly the semi urban Hythe/Dibden region of the lower Waterside, all of which is within 3 miles of the school and therefore there is no entitlement to school transport other than for a very small number of pupils with individual needs.

The school has four designated linked Junior/Primary schools all of which are also linked to another local Secondary school. A significant number of pupils come from outside of our catchment area, some from within the four linked schools but also from outside of the Hythe/Dibden area. In recent years we have taken pupils from a further six Junior schools. The number on roll in January 2016 was 969.

The school has a resourced unit for physically disabled pupils with five designated places. In August 2011 the school converted to Academy status.

Further data about school pupils and staff can be found in Appendix A.

GUIDING PRINCIPLES (PRACTICE AND PROCEDURES)

In fulfilling the legal obligations referred to above and summarised in Appendix A, we are guided by seven principles.

Principle 1: All learners are of equal value

We see all learners and potential learners as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whichever their gender.

Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to 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:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised

- gender, so that the different needs and experiences of girls and boys, women and men are recognised

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment

Principle 4: Staff recruitment, retention and development

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whichever their gender

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men

Principle 6: We consult widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involve:

- disabled people as well as non-disabled people
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys

Equality Objectives

1. Improve attainment of disadvantaged pupils so that their average Progress 8 has the gap closed to non- disadvantaged students
2. Improve attendance so that number of persistently absent pupils (attendance below 85%) falls by 20%
3. Ensure that staff equalities monitoring is complete and that all data collected is entered on the school management system and analysed.
4. Analyse exclusion data of disadvantaged and LA pupils.

Appendix A

Pupil / Staff Data

Noadswood School Workforce Data 2020/2021

	Teaching	Support
Total No of Staff		
Male	21	10
Female	47	42
Mixed White and Asian	0	1
Mixed, any other mixed background	0	1
Mixed, White and Black Caribbean	0	1
White, any other White Background	1	0
Not Obtained	7	6
White British	60	43