

# Whitecross Hereford: High School & Specialist Sports College

Policy: Equality Information and Objectives (Ref: SF/006)

Reviewed by: Staff and Finance Committee

Reviewed on: March 2015

Approved by Full Board: March 2015

This statement outlines our evidence in relation to each of the 'protected characteristics' defined by the Equality Act 2012 and addresses the need to fulfill our Public Sector Equality Duty (PSED). Various school policies are relevant in this context and are listed here.

Relevant Policies:

- Equality Policy
- Anti Bullying Policy
- Behaviour for Learning Policy
- Safeguarding and Child Protection Policy

## Quotation taken from the Whitecross Equality Policy

*All members of Whitecross Hereford should be able to progress and develop throughout their time here. The school's ethos, policies and practices must value and protect the rights and accomplishments of individuals within our Learning Community. Furthermore, they must ensure that staff and students are encouraged and supported as they strive for excellence in all things, regardless of their age, ability, race/national origin, gender, sexual orientation, religion, or socioeconomic background.*

*School policy and practice should be concerned with the promotion of justice, equality and achievement in all members of our community and the prevention of direct and indirect; overt and covert discrimination. Whitecross seeks to foster equality of opportunity, requiring staff, students and visitors to behave in a non-discriminatory manner and to support, implement and develop practices*

## Response to Protected characteristics and vulnerable groups

### Age

Students are aged between 11 and 16 with the following numbers in each year group: Year 7 – 190, Year 8 – 140, Year 9 – 159, Year 10 – 167 and Year 11 180.

The staff profile indicates that there is a normal distribution of age with six staff below the age of thirty and eleven over the age of fifty.

### Disability

One student uses a wheelchair and a number have a visual or hearing impairment of whom three have significant visual impairment. The site is completely accessible to wheelchairs with lift access to the first floor and the stage. Appropriate arrangements are made to enable visual or hearing-impaired students to access the curriculum. There are no reported incidents of these students underperforming. There are staff and students who have diabetes and other medical issues which are managed through the school's 'Supporting Students with Medical Conditions Policy'.

### Gender Reassignment

We have no data to indicate that any students or employees have reassigned their gender.

### **Pregnancy and maternity**

In a school of this size maternity leave is a regular feature. Arrangements are made to keep in touch with the member of staff who is absent and enable a smooth return after the maternity leave. Requests for changes to the contract are supported wherever it is possible to do so without compromising the educational provision for students. Two members of staff are currently on maternity leave. Support is also provided for staff considering becoming foster parents or adoptive parents and similar arrangements are made for them. Currently 4 staff are either foster or adoptive parents.

### **Race**

68 of our students have English as an Additional Language (EAL); 42 Polish, 12 Portuguese, 6 Lithuanian and the remainder French, German, Russian, Croatian, Filipino and Chinese. This represents 8% of our cohort; a 1% decrease on the previous year.

Performance: The cohort of 2014 had seventeen students with EAL of whom 3 students left with 5 or more A\* - C grades including English and Mathematics (18%). Of the remaining students an additional 7 students achieved 5 or more grades A-C including Mathematics and not English. 76% left with 5 A\* -C and 88% with five or more A\* - G grades. The majority of the seventeen students arrived after Year 7 and some in Years 10 and 11. The level of English language competence varied considerably which contributed to their difficulties in achieving a grade C or above in the English GCSE.

### **Religion or belief**

The school is non-denominational and does not record religion on its management information system (MIS). No students or staff have asked for special arrangements to be made on the grounds of their religion.

### **Gender (Sex)**

We have more boys than girls in each of Years 7 (58% boys), 8 (54%), 10 (57%). Year 11 and Year 9 have more girls; 54% and 53% respectively. There is no significant difference in overall attendance between Boys and Girls. Boys account for a significantly higher proportion of exclusions in school although this is not significantly different to other LA schools; 35 boys compared to 10 girls. 85% of 'exclusion days' were generated by boys. There was a difference of 18% in the performance of boys compared to girls last year with girls performing better.

### **Sexual orientation**

The school does not collect details about the sexual orientation of students, staff or parents. Students who ask for support with their sexual orientation are provided with support in school and /or given access to external support as appropriate. There are however a small number of students who identify as homosexual. None of the bullying incidents relate to these students.

### **Marriage and civil partnership**

When information about changes in marital circumstances or home circumstances are communicated to the school it is recorded in the school's 'Management Information' system. Every effort is made to ensure that all relevant parents and step-parents are kept informed and involved in the education of the student.

The school also recognizes the need for emergency childcare on occasions and makes appropriate arrangements to enable parents' time to find alternatives without loss of pay.

### **Vulnerable Groups**

We have 6 students who are 'looked after' by the Local Authority, one in Year 11, three in Year 10 and two in Year 9 all are achieving well. We have two students who are identified by their parents as 'settled travellers' and they are doing well. We believe that there are other students who would class themselves as travellers but have not identified themselves on our confidential form.

Students who have free school meals are also vulnerable and are a significant proportion of our cohort.

### **Students eligible for Free School Meals (FSM)**

We have 151 students who have registered for FSM, which represents 18% of the cohort; this is increasing every year. We have a biometric system for school lunches so these students have a daily allowance of money automatically loaded onto their account. This means that their eligibility for FSM is completely confidential. They are also able to benefit from free Instrumental Music Lessons, subsidised educational visits and receive extra support for literacy and or numeracy.

The attendance of students with FSM is slightly lower than the attendance of the rest of the cohort. Overall attendance for 2013/14 was 94%; FSM student 92% and non-FSM 94%. This is a significant improvement on previous years and was and will remain one of our objectives for improvement.

In 2014, 50% of FSM students achieved five or more grades A\*-C including English and Mathematics compared to 55% of those not eligible for FSM. This is a significant increase in performance of FSM students compared to the previous year. Eradicating the gap in performance will continue to be a school priority using targeted pupil premium funding.

### **Bullying and Discrimination**

There have been two reportable incidents of bullying in the last year; both in year 8 one a boy and one a girl. Both have been resolved, one resulted in exclusion and has also been recorded as a racist incident. The other was a group of girls and has now been resolved.

### **Objectives for improvement:**

1. Continue to improve the attendance of FSM students;
2. Continue to improve the attainment of FSM students;
3. Improve the attainment of boys;
4. Ensure the integration of EAL students.