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	Page 1 of 9

WOODFORD COUNTY HIGH SCHOOL

Equality Information July 2021

Table of Contents

1. Aims.....	2
2. Statutory Requirements.....	3
3. EQUALITY INFORMATION: The Diversity of our School Population (2019 2020)	3
4. Responsibilities	5
5. Staff Development	6
6. Eliminating discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010	6
7. Advancing Equality of Opportunity.....	6
8. Fostering good relations	7
9. Equality considerations in decision-making.....	7
10. How we evaluate Progress on our annual Equality Objectives	8
11. Publication and Review	8
12. Approval/Amendment	9
13. Questions	9

1. Aims

Woodford County High School will actively promote equality and will meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
 - Advance equality of opportunity between people who share a protected characteristic and people who do not share it
 - Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.
- a. In accordance with our school aims we will:
- provide our pupils with a full and balanced curriculum which encourages the intellectual and personal development of all students and which builds on prior experiences and achievements
 - monitor the progress and attendance of different groups of students
 - tackle the barriers which could lead to unequal outcomes for identified groups of pupils
 - promote equality and diversity in our school community
 - educate pupils about equality and to help students to develop moral and spiritual values, respect and tolerance which enable them to appreciate and understand races, religions and ways of life different from their own
 - create an environment in which students can understand the world in which they live and the interdependence of individuals, groups, nations
 - respect the equal rights of our staff and members of the local community.
- b. We will assess our current school practices (Equality Impact Assessment) and implement all necessary resulting actions in relation to:
- Age
 - Disability
 - Gender & Gender Identity
 - Marital or civil partnership
 - Pregnancy and maternity
 - Race
 - Religion
 - Sexual Orientation
 - Socio economic background
- c. We will promote community cohesion at school, local, national, and global levels

SCHOOL POLICY

Equality Information

2. Statutory Requirements

This statement (with annually published equality objectives) addresses our duties under current equality legislation:

- The *Equality Act 2010*, which introduced the public sector equality duty and protects people from discrimination
- The *Equality Act 2010*,(Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives.
- Department for Education (DfE) guidance: The Equality Act 2010 and Schools
- Equality and Human Rights Commission Guidance: Public Sector Equality Duty Guidance for Schools in England, 2014

3. EQUALITY INFORMATION: The Diversity of our School Population (2019 2020)

Ethnicity

This school has 11 out of 17 possible ethnic groups.

Those with 5% or more are:

- 23%: Asian or Asian British – any other Asian background
- 20%: Asian or Asian British – Indian
- 18%: Asian or Asian British – Pakistani
- 16%: Asian or Asian British - Bangladeshi

Ofsted Secondary Inspection Data Summary Report (ISDR) June 2021

First Language

There are significantly more pupils at the school who are learning English as an additional language than the national average.

WCHS 60%, National Average 17%

Ofsted Secondary Inspection Data Summary Report (ISDR) June 2021

Languages spoken by the pupil population

55 out of a listed 319 languages are spoken by students at Woodford.

Those with 5% representation or more are:

SCHOOL POLICY

Equality Information

- 19%: Tamil
- 13%: Urdu
- 13%: Bengali

(WCHS School Information Management System SIMS.)

Religious / belief context of the school

The School is non-denominational. WCHS students span 6 out of 8 listed faith groups (including no faith).

Those faiths with 5% or more representation are:

- 42%: Muslim
- 30%: Hindu
- 17%: Christian

(WCHS School Information Management System SIMS.)

Socio-economic context of the school

- The school location (London Borough of Redbridge) deprivation indicator is in quintile 4 (more deprived) of all schools
- The pupil base is in quintile 2 (average deprivation) of all schools in terms of deprivation.

Ofsted Secondary Inspection Data Summary Report (ISDR) June 2020

Pupil Premium eligibility

9% of pupils in 2019 2020 were registered as eligible for free school meals at any time during the past 6 years ("ever 6") compared with 27% nationally.

Ofsted Secondary Inspection Data Summary Report (ISDR) June 2020

School Population Stability

The school population scored 98% for stability compared with 92% nationally.

Ofsted Secondary Inspection Data Summary Report (ISDR) June 2020

SCHOOL POLICY

Equality Information

4. Responsibilities

The **Governing Body** as a whole is responsible for:

- Making sure the school complies with the relevant equality legislation, and
- Ensuring that the equality information is updated annually and that equality objectives are published and communicated through the school
- Monitoring progress towards the equality objectives.

The **Head Teacher** is responsible for:

- Promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Making sure that steps are taken to address the school's stated equality objectives
- Making sure all staff know their responsibilities and receive information and support in carrying these out
- Taking appropriate action in cases of harassment and discrimination, including prejudice related incidents
- Anticipating and enabling reasonable adjustments to be made in relation to disability, in regard to students, staff, parent/carers and visitors to the school.
- Anticipating and enabling reasonable adjustments to be made in relation to other protected characteristics, in regard to students, staff, parent/carers and visitors to the school.

All staff are responsible for:

- Promoting equality and community cohesion in their work
- Avoiding unlawful discrimination against anyone
- Fostering good relations between groups, and
- Dealing with prejudice related incidents
- Being able to recognise and tackle bias and stereotyping
- Accessing training opportunities, as necessary

Visitors and contractors are responsible for:

- Following relevant school policy

SCHOOL POLICY

Equality Information

5. Staff Development

The school will keep under review the training and development needs of staff in relation to equality and inclusion. Staff members are informed of the Special Educational Needs of students and of other issues relating to equality and inclusion (for example, the religious observations of groups of students).

As part of our school self-evaluation issues relating to promoting equality are evaluated. The Action Plan and staff development program are based upon this evaluation as well as any issues arising from the individual performance management undertaken annually.

All staff (teaching and support) are entitled to request training in line with their identified needs. A record of all staff training is maintained.

6. Eliminating discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010


The School is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions

- The school will not tolerate discrimination, harassment or victimisation. Accusations of such instances of these practices will be fully and promptly investigated in line with the relevant school policies
- Equality training will be provided to all employees
- The promotion of Equality will remain a curriculum priority in order to support students to be active advocates of equality in school and beyond

7. Advancing Equality of Opportunity

As set out in the DfE guidance on the Equality Act, the School aims to advance equality of opportunity by

- Identifying and removing or minimising the disadvantages suffered by those in its community connected to a protected characteristic (e.g. LGBTQ+ students, subjected to bullying, SEND students experiencing difficulties, etc.)
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging all students – particularly those with a protected characteristic – to participate fully in any activities

 Woodford County High School for Girls	Effective Date : 01/07/2021
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	Replaces Version : 30/01/2020
SCHOOL POLICY Equality Information	Page 7 of 9

In fulfilling this aspect of the duty, the School will:

- Analyse annually attainment data showing how different groups of students (including those with protected characteristics) are performing
- Analyse this data to determine strengths and areas for improvement, planning interventions in response to eliminate obstacles to student progress
- Target available resources and funding to promote the progress of different groups of students (e.g. pupil premium, SEND) and account publically (via the website) for this expenditure, analysing its impact

8. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Active education via PSICHE, assemblies etc.
- Promotion of student activism in the area, e.g. support for London Pride Ambassadors
- Promoting equality in our communications with parents

9. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decision on particular groups.

We monitor the potential impact of school practice in terms of:

- Age
- Disability
- Gender & Gender Identity
- Marital or civil partnership
- Pregnancy and maternity
- Race
- Religion
- Sexual Orientation
- Socio economic background

10. How we evaluate Progress on our annual Equality Objectives

An Equality Impact Assessment is built into planning procedures to show we have actively considered our equality duties and asked ourselves relevant questions. This forms a part, for example, of planning for school trips, or putting together the school's calendar and of recruitment procedures. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

Progress on the objectives (published on the web site) will be evaluated annually in the SEF and reviewed (Autumn term) by the governors.

In addition to reporting progress on equality objectives annually to the Governing Body the following actions are routinely taken:

- Racist incidents are reported to the Local Authority
- Children with special needs are monitored and their progress is reported to their parents. A designated Governor maintains an overview of SEND provision
- We track pupil progress by age, ethnicity, socio economic background (FSM) and English as an additional language.
- Incidents of homophobia are recorded and monitored
- Incidents regarding adult behaviour are reported to the local authority in line with the relevant procedures, e.g. racist incidents, aggressive behaviour, safeguarding concerns and staff conduct

11. Publication and Review

This Equality Statement ("Equality Information") fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school governors will make it available on the school website (or in paper copy, on request.)

The Governing Body agreed this Equality Scheme and Action Plan on (tbd).

This Equality Information Scheme will be reviewed in January 2022.

SCHOOL POLICY

Equality Information

12. Approval/Amendment

This policy is approved by the Governing Body of Woodford County High School. Any Amendments to this Policy require approval by the Governing Body of Woodford County High School.

13. Questions

If you have any questions about this present statement of policy, please contact the School Business Manager, Woodford County High School, High Road, Woodford Green, Essex, IG8 9LA.