



# Test Valley School

## School Equalities Policy

(A full copy of this document is available on request from the Headteacher)

### Rights Respecting Schools:

- Article 2: The Convention applies to everyone: whatever their ethnicity, gender, religion, abilities, whatever they think or say, whatever type of family they come from.
- Article 4: Governments have a responsibility to take all available measures to make sure children's rights are respected, protected and fulfilled. When countries ratify the Convention, they agree to review their laws relating to children. This involves assessing their social services, legal, health and educational systems, as well as levels of funding for these services.
- Article 12: Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.
- Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

## Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

For staff and prospective staff, this policy should be read in conjunction with the school's Safer Recruitment Policy.

## National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.



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

Please see Appendices below.



We recognise that the public sector equality duty has three aims, 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 share a protected characteristic and those who do not

We have considered how well we currently 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 and sexual orientation).

We have also involved staff, pupils, parents and others in a number of ways including:

- pupil voice activities
- parent questionnaires
- involvement of the pupil council
- induction process for pupils and staff
- contact with parents representing pupils with particular protected characteristics

## Pupil-related data

	<b>Boys</b>	<b>Girls</b>
Attainment by gender 2016		
<b>English</b>		
A*-C	70.1%	81.1%
<b>Maths</b>		
A*-C	74.1%	83.1%
<b>KS4 5A*-C inc EM</b>	66.1%	73.1%
<b>KS4 5A*-C</b>	69.1%	79.1%



Information	Evidence and commentary
	<p>Girls had 93.72% attendance (5.85% authorised absence, 0.43% unauthorised)</p> <p>Boys had 94.2% attendance (5.46% authorised absence, 0.34% unauthorised)</p>
Termly Awards for Achievement Points	<p>Summer Term 2016</p> <p>KS3 Awards: 60% Girls 40% Boys</p> <p>2 overall winners were boys 1 was a girl</p> <p>KS4 Awards: 63% Girls 37% Boys</p> <p>1 overall winners was a girl</p>
Fixed-Term Exclusions data 2015-2016	<p>5.5% of our pupils on roll have had a fixed term exclusion:</p> <p>Of these 65.6% were boys and 34.4% were girls</p> <p>98% were White British 2% Chinese</p>

## Staff data

Information	Evidence and commentary
Gender of workforce as at September 2016	64.8% of our workforce are female, 35.2% are male.
Race distribution of workforce as at September 2016	97.2% are White British, 1.4% of our workforce are White Other Background 1.4% Asian. This is reflective of our local community.
Applications by gender July 2015 - September 2016	Of 18 advertised posts there were a total of 84 applicants. 49% of our applicants were female and 51% male. 18 appointments were made 10 male and 8 female.
Shortlisted candidates by age July 2015 - September 2016	The school does not collect data regarding age on application forms.



## Other information

Information	Evidence and commentary
Governor representation as at September 2016	Total 13 31% Male, 69% Female 3 vacancies We do not hold ethnic data for our Governing Body.

## Qualitative information

The school has a published Equalities Policy and an Accessibility Plan which evidences the school's commitment to the principles of equality which guide our approach to working with our school community to enable an open culture and fulfil the public sector equality duty.



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We have also involved staff, pupils, parents and others in the following ways:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age
- Whether or not they have a connection with the forces community

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

**Objective 1:** To offer a comprehensive transition and support programme for services children to ensure their successful integration and enable all to reach their potential.

**Objective 2:** To sustain the progress of identified groups of pupils to be in line with consistent results across the whole school.