THE EQUALITIES PAGES

Eckington School's Equality Policy reflects our commitment principles of the Equality Duty continued within the Equality Act 2010. Staff and students benefit from this commitment.

We subscribe fully to the aims of the Equality Duty viz, to eliminate unlawful discrimination; to advance equality of opportunity between people who share a 'protected characteristic' and people who do not share it; and to foster good relations between people who share a 'protected characteristic' and people who do not share it.

For information the 'protected characteristics' outlined in the legislation are:

> - age
> - disability
> - gender reassignment
> - marriage and civil partnership
> - pregnancy and maternity
> - race
> - religion/belief
> - sex
> - sexual orientation

Below you will find some information about equalities in Eckington School. This information includes:

> - analyses of our student body (including the performance of groups of students compared to national norms).
> - an analysis of our work force
> - some narrative about our work on equalities
> - some objectives (linked to our School Improvement Plan) which reflect our on-going commitment in this area of our school life.

Context

Table 1.1.2: Basic Characteristics by National Curriculum year group (BasicNCYearGroup)

This table includes all pupils listed in the School Census, and therefore values presented below may differ from other figures.

NC Year Group	Number on Roll	% Boy/Girl	% Free School Meals*	% Minority Ethnic Group	% 1st language not English	% Special Education Needs	Children Looked After
7	204	46.6 / 53.4	20.6	4.0	1.0	15.7	1
8	230	50.9 / 49.1	25.2	2.2	1.7	9.6	2
9	195	51.3 / 48.7	19.0	2.1	0.5	7.7	1
10	215	50.7 / 49.3	16.3	5.6	0.5	6.0	2
11	251	51.8 / 48.2	21.9	2.4	0.8	34.7	2
Post-Compulsory	162	40.7 / 59.3	-	3.1	1.2	2.5	0

Context

Table 1.1.3: Ethnic Groups and English as a first language (PriSec2.2)

These data are derived from the categories recorded for your pupils at your school from the School Census. Figures are provided for children of statutory school age or older, since it is not compulsory to record characteristics for pre-school children, figures may not add up to 100% due to rounding.

Ethnic group	School %			National %
	2012	2013	2014	2014
White				
British	96.8	96.9	96.4	71.6
Irish	0.0	0.0	0.0	0.3
Traveller of Irish heritage	0.0	0.0	0.0	0.1
Romany or Gypsy	0.0	0.0	0.0	0.3
any other White background	0.6	0.6	0.6	4.7
Mixed				
White & Black Caribbean	0.8	0.8	0.8	1.4
White & Black African	0.1	0.1	0.1	0.6
White & Asian	0.3	0.2	0.3	1.1
any other mixed background	0.2	0.2	0.2	1.7
Asian or Asian British				
Indian	0.1	0.1	0.4	2.7
Pakistani	0.0	0.0	0.0	4.0
Bangladeshi	0.0	0.0	0.0	1.6
any other Asian background	0.1	0.2	0.2	1.6
Black or Black British				
Caribbean	0.0	0.1	0.1	1.3
African	0.1	0.0	0.0	3.4
any other Black background	0.0	0.0	0.1	0.7
Chinese	0.3	0.4	0.3	0.4
Any other ethnic group	0.1	0.2	0.2	1.6
Parent/pupil preferred not to say	0.3	0.3	0.3	0.5
Ethnicity not known	0.1	0.1	0.1	0.5
First language				
English	99.1	98.9	99.0	83.2
Other	0.9	1.1	1.0	16.6
Unclassified	0.0	0.0	0.0	0.2

Context

Table 1.1.4: Main SEN Type - 3 year trend (PriSec2.6.1)

The data on the primary needs of pupils with SEN met by School Action Plus or a statement, are obtained from the School Census.

Main SEN	School action plus			Statements		
	2012	2013	2014	2012	2013	2014
Specific Learning Difficulty	4	1	5	0	0	0
Moderate Learning Difficulty	5	8	9	6	5	7
Severe Learning Difficulty	0	0	0	1	1	1
Profound & Multiple Learning Difficulty	0	0	0	0	0	0
Behaviour, Emotional & Social Difficulties	50	21	16	5	6	7
Speech, Language and Communication Needs	1	3	4	4	2	2
Hearing Impairment	3	5	3	0	0	0
Visual Impairment	0	0	0	1	2	1
Multi-Sensory Impairment	0	0	0	0	0	0
Physical Disability	4	1	1	3	2	1
Autistic Spectrum Disorder	9	7	5	2	3	4
Other Difficulty/Disability	9	8	6	0	1	1
School total	85	54	49	22	22	24
Percentage of school roll	6.2	4.2	3.9	1.6	1.7	1.9

Comparing the 2015 GCSE performance of Eckington's groups to the performance of groups nationally

The table below compares our Year 11 (2015) outcomes against the latest national data (2014). Note: By 'capped points' we mean the average point score for the best eight GCSE qualifications for each student in Year 11.

Group	No of students	Eckington's outcomes (Capped points)	National comparisons 2014
Girls	106	324	321
Boys	108	284	293
SEN without a statement	7	152	237
SEN with a statement	5	134	112
White British	202	304	308
Any other white	1	260	306
White & Black Caribbean	3	346	290
Indian	3	255	350
Black or Black British Caribbean	1	184	292
Mixed White & Asian	2	368	334
Mixed White & Black African	1	332	316
Any other mixed background	1	344	321

An analysis of our Workforce

Gender: **33%** male
                      67% female

Ethnicity:

White British	**94%**
White, any other White Background	**1%**
Not obtained	**3%**
Mixed, any other mixed background	**1%**
Any other ethnic background	**1%**

Age:

◄ 24	**1%**
aged 25 – 34	**9%**
aged 35 – 44	**27%**
aged 45 – 54	**38%**
aged over 55	**25%**

Disability: **0%** of workforce is registered disabled.

Starters/Leavers: In 2014/15 **22** members of staff left us of whom **10** were male and **12** were female.

In 2014/15 **3** members of staff joined us of whom **0** were male and **3** were female.

Equalities and Target setting

Students are set targets (in levels or grades) across the curriculum. Students' prior attainment (i.e. their KS2 scores) largely determine what targets are set for the end of KS3 and KS4. The deputy headteacher uses statistical conversion tables (provided by DfE) when setting targets. As a school we set out to ensure that all students make good progress. The progress of **all** students against targets is closely monitored (as is the progress of groups of students) and intervention is promptly provided if any student is deemed to be falling behind.

Equalities and the School Improvement Plan

The issue of equality underpins all the actions of the School Improvement Plan. The plan seeks to ensure that **all** students make good progress academically and that **all** students are encouraged and equipped to develop personally.

Equalities and Staffing

Our recruitment and appraisal practices are underpinned by our equalities policy.

Equalities and behaviour and safety

Our behaviour policies direct us to deal promptly with any bullying incidents; this includes any bullying related to gender, identity and sexuality. Ofsted (Nov 2011) described students' safety as 'outstanding'. In September 2015, we can see from our Ofsted Parent View responses that 98% of parents (who have contributed to Parent View) believe that children are safe at Eckington School.

Equalities and the curriculum

Equality issues are dealt with comprehensively in our teaching of PSHE, RE and Citizenship.

Equalities and parents

We host 2 or 3 times per annum our Parents' Forum and our Parents' Forum for SEN students. Every student, at least once per annum, is consulted via questionnaire or focus group, about their school life in general.

Equalities Objectives

1. To ensure that our various 'groups' of students make better progress than the corresponding national groups.

2. To narrow the gap in attendance rates between vulnerable students and the student population as a whole.

3. To strive to eradicate completely bullying (including any bullying related to gender identity and sexuality (homophobia) and racism). Incidents are logged by pastoral staff. Currently such incidents are extremely rare.

4. To maintain the outstanding social, moral, spiritual, cultural development of our students (see our Ofsted Report of Nov 2011). Our continuing refinement of the teaching of PSHE, RE and Citizenship combined with the development of our House activities, Eckington Pledges, student-to-student mentoring, Activities Week and extra-curricular activities will ensure that this target is met. This is an on-going target.