

## **Equality Objectives and Information**

**De Aston is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment**

### **Context**

De Aston School recognises that the public-sector equality duty has three aims and they are:

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

The Leadership Team and Governors at De Aston School 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).

As a public organisation, we are required to:

- Publish information to show compliance with the Equality Duty. This is done via our Equalities Policy
- Publish Equality Objectives which are specific and measurable.

Our Equalities Policy is in line with national guidance and contains information about how the school complies with the Public-Sector Equality Duty. We also give guidance to staff and outside visitors on our approach to promoting equality.

Our Equality Objectives reflect the school's priorities and draw upon available data and other evidence. Careful analysis of this is undertaken in order to ensure that we are working to achieve improved outcomes for different groups.

In the wider sense De Aston is committed:

- To raise the awareness and skills of staff to promote fairness, equality and good relations in the context of their role
- To provide an environment that welcomes, protects and respects diverse people
- To ensure that all students are given the opportunity to make a positive contribution to the life of the school
- To address cultural events through year assemblies to increase student awareness and understanding of issues in different communities.

### **How the objectives have been identified**

The school has existing systems which collect a range of information and have systems which analyse a range of data to check that we are doing the best for our students. These are supplemented by external analysis provided by the Department for Education or Ofsted on a range of different progress measures. We also take advice from various professionals, agencies and advocates on particular needs as appropriate.

Staff Performance Management processes for all teaching and support staff also provide a formal opportunity to identify any potential equality related issues.

Outcomes of these analytical and information gathering processes are used to identify objectives. Objectives are then sent out for consultation (parents/carers, staff and school council representatives) and further proposals or suggestions invited.

### **Monitoring and reporting**

The school will report on the scheme implementation as part of its annual development plan.

## The school's methods for assessing the impact of its policies and practices on equality

The school has a wide range of different self-evaluation and feedback processes which it uses in order to scrutinise provision, as well as inform itself of any issues or concerns. This regular assessment of provision forms part of the school methods of assessing the impact of its policies and procedures.

### School Equality Objectives 2017-18

#### Exclusions

- Maintaining the reductions in permanent exclusions without compromising standards (SIP 3ii)
- Continuing to reduce the difference in exclusion figures for learners with special educational needs and those who are not in this group nationally (SIP 3v)

#### Attendance

- Further increasing attendance, with particular emphasis on (SIP 3iv):  
Diminishing differences in the attendance of some learners with special educational needs and those who are not in this group nationally  
Reducing persistent absence at 10%

#### Outcomes

- Diminish the differences between our disadvantaged learners and others nationally (SIP 4iv)
- Secure exceptional progress for the most able (SIP 4vi)
- Improve outcomes for learners with special education needs (SIP 4vii)

### **Pupil Related Data (January 2018)**

The provisional draft census data of January 2018 show that De Aston has:

Educational, Health and Care Plans – 17 students – 1.8%

SEN Support – 137 students – 14.5%

Disadvantaged – 239 students – 28.9%

Most able – 269 students – 32.2%

The percentage of children at SEN Support (14.5%) is above the national statistic (10.7%), as is the number of students with Educational, Health and Care Plans (1.8%) (National 1.7%).

### **Exclusions 2017 (internal data as no validated national data is available yet)**

	Fixed term exclusions as a percentage of the pupil group		Percentage of enrolments with 1 or more fixed term exclusions		Permanent exclusions as a percentage of the pupil group	
	School	National	School	National	School	National
No Identified SEN	2.36%	5.06%	1.05%	2.90%	0.52%	0.09%
SEN support	3.52%	22.76%	2.82%	10.40%	0.70%	0.56%
SEN with a statement or EHC plan	0.00%	23.85%	0.00%	10.43%	0.00%	0.27%

Fixed-term exclusion rates are low compared to national but we are committed to an equality objective that aims to reduce the percentage of exclusions for SEND students to that of those without SEND characteristics. As is the case nationally the rate of exclusion for those with SEND is higher than those without.

Permanent exclusion rates are above the national and SEND students are above those without SEND characteristics.

#### Target

- Low levels of fixed term exclusions across all sub groups, with particular reference to SEND, reduction on previous position.

## Actions and Progress

See School Improvement Plan and SEF

### **Absences 2017 (internal data as no validated national data is available yet)**

	Percentage overall absence		Percentage persistent absence	
	School 16-17	National 15-16	School 16-17	National 15-16
No Identified SEN	3.6%	4.6%	10.0%	10.8%
SEN support	5.6%	7.3%	16.7%	21.2%
SEN with a statement or EHC plan	12.5%	7.1%	26.3%	20.5%

Absence levels overall and for SEN support are lower than the national, however SEN with a statement or EHCP are above the national. This is also the case for persistent absence. The higher absence rate is as a result of specific medical care issues that have meant long term absence from school. The school continues to work with these families to support but the overall priority of reducing absence of those with SEND remains an equality priority.

### Target

- SEND students reduce gap by 4% compared with the National figure
- 2% reduction in persistent absence across the school

## Actions and Progress

See School Improvement Plan and SEF updates

### **Outcomes 2017 (unamended data)**

	Disadvantaged		Non-Disadvantaged		Most Able		SEN Support		SEN Statement or ECHP		Non SEN	
	School	National	School	National	School	National	School	National	School	National	School	National
Progress 8	-0.72	0.11	-0.04	0.11	-0.31	0.00	-0.41	0.03	-1.03	-0.03	-0.11	0.06
Attainment 8	32.33	49.51	43.96	49.51	54.19	60.25	31.24	46.02	19.25	46.02	44.94	49.17
5+ in English & mathematics	13%	49%	28%	49%	58%	76%	10%	42%	0%	42%	29%	47%
EBacc	3%	28%	20%	28%	47%	45%	0%	21%	0%	21%	21%	24%

### Target

- Reduce the gap between disadvantaged and non-disadvantaged
- Reduce the gap between the most able and the national most able
- Reduce the gap between the SEN student and the non-SEN students

## Actions and Progress

See School Improvement Plan and SEF updates

### **Previous year's objectives 2016-17 for context**

See latest SEF and previous Headteacher's report to governors for full evaluation.