

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 2016-17

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 (SIP3iv):
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%

Pupil Related Data (January 2017)

The provisional draft census data of January 2017 show that De Aston has:

Educational, Health and Care Plans – 18 students – 1.9%

SEN Support – 145 students – 15.6%

The percentage of children at SEN Support (15.6%) is above the national statistic (11.0%), as is the number of students with Educational, Health and Care Plans (1.9%) (National 1.7%).

Exclusions 2016 RAISEonline (latest validated national data) 2014-15 data

	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	1.37	5.06	1.37	2.90	0.00	0.09
SEN support	6.29	22.76	4.40	10.40	1.89	0.56
SEN with a statement or EHC plan	13.64	23.85	9.09	10.43	0.00	0.27

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.

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 2016 RAISEonline (latest validated national data) 2015-16 data

	Percentage overall absence		Percentage persistent absence	
	School 15-16	National 15-16	School 15-16	National 15-16
No Identified SEN	3.8	4.6	7.4	10.8
SEN support	4.9	7.3	14.2	21.2
SEN with a statement or EHC plan	7.9	7.1	29.4	20.5

Absence levels are generally lower than the national. The absence level of students with special educational needs is lower than the national, but less good than those of those who have no additional needs. The exception to this is the persistent absence of SEN with a statement or EHC plan. 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 Abs across the school

Actions

See School Improvement Plan and SEF updates

Previous year's objectives 2015-16 for context

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

- *Reduce the gap in achievement between disadvantaged pupils and those who are not and between those who have special educational needs and those who do not; (SIP 4ii)*
A disproportionate number of students in both groups have protected characteristics, including disabilities. We want to reduce the gap between the target groups and others to ensure that Progress 8 value-added scores for all groups are above the national (0) by summer 2016.
- *Further increase attendance, with particular emphasis on:
Closing the gaps in attendance between some pupils with special educational needs and those who do not have special educational needs and those who are disadvantaged and those who are not (SIP 3v a & b)*

Although attendance for all groups in the school is above the national for those groups, we recognise that good attendance is a prerequisite of high achievement and we are working towards reducing the inequalities in attendance patterns between those with special educational needs (some of whom are disabled) and those who do not and between those who are disadvantaged and those who are not. We further seek to reduce the absence level of pupils with special educational needs and those who are disadvantaged to 5.0% by summer 2016.