

## 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 learners are given the opportunity to make a positive contribution to the life of the school
- To address cultural events through year assemblies to increase learner 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 learners. 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 2018-19

Reducing Exclusions for targeted groups (SIPs 3 vi and 3 vii)

- vi. Reducing the number of fixed and permanent exclusions, with a focus on SEND and disadvantaged learners, through proactive behaviour management that focuses on consistency of approach. In addition, use of outside agency support but without compromising standards in school; (MB, HoY, PC)
- vii. Continuing to reduce the difference in exclusion figures for disadvantaged learners and those who are not in this group nationally and learners with special educational needs and those who do not in this group nationally; (MB, PC)

Improving Attendance of targeted groups (SIPs 3 x)

- x. Diminishing differences in the attendance of learners with special educational needs and those who are not in this group nationally; (MB)

Improving Outcomes for targeted groups (SIPs 3 ix and 3 x)

- ix. Further improving outcomes for learners with special educational needs; (PC and NH)
- x. Securing stronger academic progress for learners in highly vulnerable categories (Child in Need, Looked After Child, Post Looked after Child); (MB, PC)

Pupil Related Data (October census 2018)

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

Educational, Health and Care Plans – 17 learners – 1.7%  
 SEND Support – 154 learners – 15.8%  
 Disadvantaged – 275 learners – 28.3%  
 Most able – 314 learners – 32.3%

The percentage of children at SEND Support (15.8%) is above the national statistic (10.7%), although the number of learners with Educational, Health and Care Plans is the same as the national (1.7%).

### Exclusions 2017-2018 (internal data as no validated 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 SEND	4.3%	6.9%	2.6%	3.7%	0.1%	0.1%
SEND support	29.5%	27.2%	10.0%	11.4%	1.4%	0.7%
SEND with a statement or EHC plan	77.8%	26.6%	5.3%	11.1%	0.0%	0.3%

Fixed-term exclusion rates are low compared to national for learners without SEND characteristics, however learners with SEND characteristics are above the national. The exclusions for the SEND with a statement or EHC plan group all relate to one learner who had very complex needs.

Permanent exclusion rates are above the national for SEND support learners and SEND learners are above those without SEND characteristics.

We are committed to an equality objective that aims to reduce the percentage of exclusions for SEND learners to that of those without SEND characteristics.

### Target

- Lower 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 2017-2018 (internal data as no validated national data is available yet)**

	Percentage overall absence		Percentage persistent absence	
	School 17-18	National 17-18	School 17-18	National 17-18
No Identified SEND	4.0%	5.0%	8.8%	12.0%
SEND support	5.5%	7.8%	15.7%	22.5%
SEND with a statement or EHC plan	7.4%	8.1%	20.0%	23.2%

Absence levels overall and for SEND (support and a statement or EHCP) are below the national. This is also the case for persistent absence. Although the absence levels for learners with SEND characteristics are higher than those without SEND characteristics. The school is working with these learners and their families, but the overall priority of reducing absence of those with SEND remains an equality priority.

### Target

- SEND learners reduce gap between the school and the national figure by further 2%.
- 2% reduction in persistent absence across the school.

### Actions and Progress

See School Improvement Plan and SEF updates.

### **Outcomes 2018 (unamended data)**

	Disadvantaged		Non-Disadvantaged		Most Able		SEND Support		SEND Statement or ECHP		Non SEND	
	School	National (Non-Disadvantaged)	School	National (Non-Disadvantaged)	School	National (Most Able)	School	National (All SEND)	School	National (All SEND)	School	National (Non SEND)
Progress 8	-0.46	0.13	0.11	0.13	-0.20	0.01	-0.24	-0.02	-1.20	-0.02	0.04	0.07
Attainment 8	36.80	49.96	49.06	49.96	57.88	60.96	34.52	46.36	26.56	46.36	48.34	49.51
5+ in English & mathematics	16%	50%	44%	50%	74%	77%	0%	43%	0%	43%	43%	48%
EBacc	6%	20%	17%	20%	26%	35%	0%	17%	0%	17%	17%	19%

Every group has improved on the 2017 outcomes, however the gaps between disadvantaged and non-disadvantaged, most able and the national most able, and SEND learners and the non-SEND learners remain. We are committed to reducing these gaps.

## Target

- Reduce the gap between disadvantaged and non-disadvantaged, while at least maintaining the higher number.
- Reduce the gap between the most able and the national most able, while at least maintaining the higher number.
- Reduce the gap between the SEND learner and the non-SEND learners, while at least maintaining the higher number.

## Actions and Progress

See School Improvement Plan and SEF updates.

## **Previous year's objectives 2017-18 for context**

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