

LEALANDS HIGH SCHOOL EQUALITY DUTY 2021



Lealands
High School

Sam Ward

Lealands High School

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1. Vision and Values

Lealands High School aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Equality Act 2010;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Lealands High School is committed to promoting diversity, equality of opportunity and community cohesion for all staff and students. We will provide a challenging and diverse approach to learning to support all our students to develop as members of society in which intellectual, practical, interpersonal and technical skills are all important. Our Equality Duty document sets out our vision and how we plan to achieve this in relation to all protected characteristics (as given in “The Equality Act 2010 and schools” DfE publication, May 2014). We work to ensure that everyone is treated fairly and with respect in a safe and secure environment.

The core values which underpin our work are that:

- All of our students, parents and staff are respected as individuals, taking account of race, sex, religion or belief; disability; sexual identity or orientation; gender identity or reassignment; being pregnant or having recently had a baby; marital or civil partnership status and age;
- Lealands High School respects, values and celebrates the cultural and religious diversity in our school and wider community. We try to ensure that people from different groups are consulted and involved in decisions, for example, parents/carers through parent workshops and surveys and students through our Student Voice arrangements.
- All of our students have the right to enjoy equal access to a high quality and relevant curriculum and recognise that for some, extra support is needed to help them achieve and be successful.
- We will strive to provide support to individuals or groups who require something extra to meet their needs and understand that treating people equally does not always involve treating them exactly the same. Reasonable adjustments may also be made to ensure that, where possible, everyone can participate equally in school life.
- We include parents and carers as an integral part of the school community and strive to involve them as much as possible.

2. Legislation and Guidance

This document meets the requirements under the following legislation:

The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination.

The Equality Act 2010 (Specific Duties) Regulations 2011, which requires schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives.

This document is also based on Department for Education (DfE) guidance: **The Equality Act 2010 and schools**.

We welcome our specific duties to publish information about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities or disadvantages.

Meeting our duties to promote community cohesion, and the spiritual, moral, social and cultural development of students, supports how we meet the needs of different groups of students and how we foster good relations.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing the gaps in achievement which affect, amongst others:

- students from certain races, ethnic and cultural backgrounds;
- students who are supported by the student premium due to disadvantage;
- students who are disabled;
- students who have special educational needs;
- boys in certain subjects and girls in certain other subjects.

3. Roles and Responsibilities

The governing body will:

Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, students and parents, and that they are reviewed and updated at least once every four years.

Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.

The equality link governors are Paul Troughton (chair) and Stella Akaboye (Parent Governor). They will:

Meet with the designated member of staff for equality and other relevant staff members every year to discuss any issues and how these are being addressed;

Ensure they're familiar with all relevant legislation and the contents of this document.

Attend appropriate equality and diversity training.

Report back to the full governing body regarding any issues.

The Headteacher will:

Promote knowledge and understanding of the equality objectives amongst staff and students.

Monitor success in achieving the objectives and report back to governors.

The designated member of staff for equality is Sam Ward. He will:

Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and students.

Meet with the equality link governor every year to raise and discuss any issues.

Support the Headteacher in identifying any staff training needs, and deliver training as necessary.

All school staff are expected to have regard to this document and to work to achieve the objectives.

4. Eliminating Discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction and the policy is referred to during relevant ongoing CPD training for staff during the year.

The school has a member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity.

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. students with disabilities, or gay students who are being subjected to homophobic bullying).

Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim students to pray at prescribed times).

Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students to be involved in the full range of school societies).

In fulfilling this aspect of the duty, the school will:

Publish attainment data each academic year showing how students with different characteristics are performing.

Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.

Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying).

Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own students.

6. Fostering good relations.

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE/citizenship (CitRs) and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, students will be introduced to literature from a range of cultures.

Holding assemblies dealing with relevant issues. Students will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute.

Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.

Encouraging and implementing initiatives to deal with tensions between different groups of students within the school. For example, our school student voice group has representatives from different year groups and is formed of students from a range of backgrounds. All students are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.

We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

7. Equality considerations in decision making.

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- cuts across any religious holidays;
- is accessible to students with disabilities;
- has equivalent facilities for boys and girls.

The duty to have 'due regard' to equality considerations means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications.

Decision makers in Lealands are aware of the duty to have 'due regard' when making a decision or taking action and assess whether it may have implications for people with particular characteristics.

We consider equality implications before and at the time we develop policy and take decisions, not as an afterthought. We recognise the need to keep them under review on a continuous basis.

The PSED is integrated into the school's functions, and the analysis necessary to comply with the duty is carried out seriously and with an open mind.

We do not delegate this responsibility to anyone else.

The school recognises its duty to consider the equality implications of any major decision we make and to ask ourselves relevant questions related to equalities. Sam Ward (Deputy Headteacher) is responsible for ensuring this happens and is recorded.

8. Legal Background

The duties that underpin our scheme

Lealands High School is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

The Equality Act 2010

This aims to harmonise the various Acts and Regulations (see below) which form the basis of antidiscrimination law in the UK. This Act replaces approximately 116 Acts of Parliament, regulations, and codes of practice.

9. School Context and Population Statistics (October 2020)

The characteristics of our school: A brief description of our school and its community setting:

- Lealands High School is an 11-16 foundation school which aims to retain its identity as a Specialist Sports College. It is situated on a site with large playing fields just inside the Luton boundary, near to the open country of the Sundon Hills. The school's catchment area serves the Sundon Park, Hockwell Ring and Toddington Road areas on the northwest outskirts of the town.
- Luton is a multi-cultural and multi-faith area, with a wide diversity of ethnicities living in close proximity to one another. Lealands is, therefore, characterised by a strong spirit of community and staff, and current and former students, and their families, recognise this special dimension. Every member of our school community feels a sense of belonging and is valued.
- Ours is an inclusive school which provides similar life opportunities for all learners regardless of their background. The diversity of heritage of all of our students is recognised and appreciated through the curriculum we are teaching and is evident in the students' learning as a part of every student's emerging and changing identity.
- There are currently 1013 students on roll, of which 506 (50%) are male and 507 (50%) are female.
- The proportion of students eligible for Student Premium funding currently stands at 37%. The catchment area of Lealands Highs includes areas that ranked between the 20% - 40% most deprived areas in the country in 2019.
- The proportion of students who have English as an Additional Language is 23.8%.
- The proportion of students with a statement of special educational needs (EHCP) is 1.8% with a further 12.7% on the SEN support register.
- The proportion of White British students stands at 36% with significant numbers of students from the following ethnic groups: Black Caribbean 8.4%; White & Black Caribbean 7% and Black African 9.7%.
- Students enter the school with prior attainment below and in some years significantly below the national average.
- Absence rates were 5.1% in 2020 with persistent absence at 12.5%.

CHARACTERISTIC BREAKDOWN SEPTEMBER 2020

	Boys	Girls	Total
7	108	104	212
8	102	100	202
9	96	103	199
10	98	101	199
11	102	99	201
TOTAL	506	507	1013

Number of teaching staff	70	37 female and 33 male
Number of associate staff	45	40 female and 5 male
Number of governors	7	3 female and 4 male
Disabled staff (registered)	5	

Ethnic breakdown of student population

	Year 7	Year 8	Year 9	Year 10	Year 11	Total	%
Any other Black background	2	1	4	5	2	14	1.3%
Any other ethnic group	2	3	1	1	2	9	0.8%
Any other mixed background	7	6	6	4	3	26	2.5%
Bangladeshi	9	7	8	7	7	38	3.7%
Black - African	21	26	14	17	21	99	9.7%
Black Caribbean	13	22	11	21	19	86	8.4%
Chinese	0	0	0	0	1	1	<1%
Indian	4	8	4	2	2	20	1.9%
Kashmiri other	0	0	0	0	1	1	<1%
Other Asian	4	3	6	5	3	21	2.0%
Pakistani	17	11	14	16	11	69	6.8%
Refused	5	4	9	3	6	27	2.6%
White - British	71	77	73	61	83	365	3.5%
White - Irish	0	0	1	2	0	3	0.2%
White Other	26	20	23	27	18	114	11.2%
White and Asian	7	5	6	5	2	25	2.4%
White and Black African	2	5	9	2	5	23	2.2%
White and Black Caribbean	11	11	16	19	14	71	7%
Total	201	209	205	197	200	1013	

Religious Character – Lealands is non-denominational

	Year 7	Year 8	Year 9	Year 10	Year 11	Total	%
7th Day Adventist	0	0	0	2	1	3	0.2%
Buddhist	0	0	0	0	2	2	0.1%
Christian	58	81	77	70	77	363	35.8%
Hindu	2	4	6	4	3	19	1.8%
Jehovah's Witness	2	7	5	7	4	25	2.4%
Methodist	0	0	1	1	2	4	0.3%
Muslim	50	38	34	36	32	190	18.7%
No Religion	73	62	61	55	58	309	30.5%
Other Religion	0	3	2	5	1	11	1.8%
Refused	1	0	0	0	0	1	<1%
Roman Catholic	12	13	17	16	20	78	7.6%
Sikh	3	1	2	1	0	7	0.6%
Total	201	209	205	197	200	1013	

SEN Register

	Year 7	Year 8	Year 9	Year 10	Year 11	Total	%
EHCP	4	7	6	1	1	19	1.8%
SEN Support	29	29	25	27	21	131	12.7%
Total	33	36	31	28	22	150	14.8%

Special Educational Needs Type

	Year 7	Year 8	Year 9	Year 10	Year 11	Total	%
Autistic Spectrum Disorder	2	8	4	5	2	21	1.9%
Behaviour, Emotional and Social Difficulty	0	1	0	0	1	2	0.2%
Hearing Impairment	0	0	0	3	1	4	0.4%
Moderate Learning Difficulty	7	12	14	7	7	47	4.5%
No Specialist Assessment	8	1	1	2	1	13	1.2%
Other Difficulty/Disability	8	1	2	1	0	12	1.1%
Physical Disability	2	0	1	2	2	7	0.6%
Severe Learning Difficulty	0	0	2	0	0	2	1.9%
Social, Emotional and Mental Health	3	9	9	6	10	37	3.5%
Specific Learning Difficulty	4	4	6	12	8	34	3.3%
Speech, Language or Communication Need	10	8	5	5	2	30	2.9%
Vision Impairment	0	0	0	0	1	1	<1%
Total	44	44	44	43	35	210	

Significant partnerships, extended provision, etc.	Luton Futures <i>(Ashcroft High School, Stopsley High School, Woodlands Secondary School and Ace @ The Hub)</i> Lea Springs <i>(Parklea Primary, Pirton Hill Primary and Leagrave Primary)</i> University of Bedfordshire Chiltern Training Group
Awards, accreditations, specialist status	Sports College Specialist Status Sportsmark Healthy Schools Award (Enhanced Status) Duke of Edinburgh Accredited Centre

2019 Leavers attainment data by Group

Group	P8	Basics 5+	Basics 4+	P8 Eng	P8 Maths
Males	-0.03	26.5%	56.9%	0.00	0.51
Females	0.73	49.0%	67.0%	0.69	0.74
EAL	0.5	38.2%	65.6%	0.73	0.92
SEN K - SEN Support	-0.38	13.8%	31.0%	-0.45	0.34
SEN E - (EHCP)	-0.69	0.0%	20.0%	-0.86	-0.50
Black Caribbean	0.65	51.9%	85.2%	0.94	1.04
Mixed White and Black Caribbean	0.13	31.3%	43.8%	0.23	0.1
Black African	0.39	42.1%	73.7%	0.61	0.99
White British	-0.07	32.5%	55.4%	-0.02	0.34

The Protected characteristics

It establishes nine strands, to be known as the nine protected characteristics.

These are, in alphabetical order (7 apply to students and 9 apply to staff*):

- a) Age.*
- b) Disability.
- c) Race.
- d) Sex.
- e) Gender reassignment.
- f) Religion or belief.
- g) Marriage and civil partnership.*
- h) Pregnancy or maternity.
- i) Sexual orientation.

The Equality Act protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

The information below is a summary of how we have due regard to the need to eliminate discrimination, harassment and victimisation. Please contact us if you would like to see copies of any of our school policies.

In this document we provide some more detailed information and examples in relation to the duty for the protected characteristics of: sex, race, disability, religion or belief, sexual orientation and gender identity/reassignment. Less detail is given here to some other protected characteristics related to students or staff in the school although these are equally important. We have due regard to the duty in relation to age and marital status as well as pregnancy or maternity where these are known to us, but also in tackling discriminatory views and promoting equality regarding these characteristics.

b) Disability

We have a statutory duty to carry out our functions with due regard to the need to:

- promote equality of opportunity;
- eliminate unlawful discrimination;
- eliminate disability-related harassment;
- promote positive attitudes towards disabled people;
- encourage disabled people's participation in public life and activity;
- take steps to take into account people's disabilities;
- foster good relationships.

Summary Information

We currently have 19 students with an EHCP (1.8% of the cohort). There are 150 students on the SEN Support register (14.8% of the cohort). The percentage of students on the SEN support register is above the national average of 12.1%.

In 2019/20 attendance for these groups was below the whole school figure – (91.7% for students on the SEN register compared with 9.1% for students not on the SEN register).

The number of exclusions allocated to these groups in 2019/20 was above the whole school figure. The exclusions percentage for SEND students was 12.8% compared with 3.8% for students not on the SEN register.

The Progress 8 figure for SEND (K) students in 2020 was -0.38 (-0.69 for Students with an EHCP) compared with the whole school figure of 0.33. The average GCSE Pts score for SEND (K) students in 2020 was 29.83. (18.6 for those with an EHCP) compared with 40.17 for those without SEND. The basics 4+ figure for SEND (K) students was 31% (20% for those with an EHCP) compared to 61.9% for the whole school. There is a significant gap between the two groups.

How we advance Equality of Duty

Our SENCO, Student Support Team and Medical Officer work closely together and with parents/carers to ensure equality and meet the needs of disabled students and those with special educational needs.

We support disabled learners and those with special educational needs by meeting their individual needs.

We take reasonable adjustments to ensure that disabled students and those with special educational needs are not put at a disadvantage compared to other students. We provide laptops, ipads, coloured paper or other relevant resources for students with visual impairments or are identified as being in need of specialist resources to help them achieve.

We involve disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues affecting them, rather than relying on people acting on their behalf.

We carry out accessibility planning for disabled students that increases the extent to which they can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled students. BSF refurbishment has facilitated this.

We provide targeted intervention for students who are working below national expectation through intervention programmes like Reading Wise and 1-1 maths and English Support.

We plan and deliver lessons across the curriculum that promote common values and to help students to value differences and challenge prejudice and stereotyping in relation to disability. Our Citizenship/Religious Studies (CitRs) scheme of work and our Tutor Group programme includes modules related to discrimination, stereotyping, equality, and rights and responsibilities.

We aim to include all students fully in our curriculum and activities so that they work alongside one another positively developing understanding and fostering good relationships.

We work proactively with students to engage them in their social, moral and spiritual development so that they leave Lealands prepared for positive interaction and engagement with disabled members of the community in adult life. Particularly strong at Lealands is the work students do to promote community cohesion and generally strengthen community links, for example disability festivals, Christmas shoebox appeals and charitable work.

The work we do across the curriculum and in extra-curricular activities enables all students to learn about the experiences of disabled people and the discriminatory attitudes they often experience. Our students have taken part in events such as interviewing disabled athletes. Paralympian athletes have visited the school to give inspirational talks to students.

We tackle prejudices and any incidents of bullying based on disability, in line with our school policies.

Impact and Next Steps

We need to improve the attendance of students on the SEN register and reduce the number of exclusions for these cohorts.

Year 11 students on the SEN register are being closely supported and mentored this year by the Senco and other members of the support team in order to address the concerns related to attendance and exclusions.

We need to ensure that our whole school teaching and learning initiatives fully benefit students who are on the SEN register.

We aim to monitor the participation of students with SEND in extra-curricular activities to ensure equal participation. We also need to ensure that students on the SEN register have opportunities for leadership as part of the Student Leadership initiative.

As new technologies become available we will need to ensure that we utilise them to support students with particular needs. For example, the use of sophisticated hearing aids and teaching microphones for students with hearing impairments. We will need to ensure that staff are aware of how to support students with visual and hearing impairments through staff updates and training as necessary.

Ofsted 2017 commented that “the school stands firmly behind its inclusion policy, which supports all of its most vulnerable students to focus on the particular grades they need in order to access the next stage of their education and employment.”

c) Race (including ethnicity and EAL learners)

We have a statutory duty to promote race equality with due regard to the need to:

- eliminate unlawful discrimination;
- promote equality of opportunity;
- foster good relations between people of different racial groups.

Summary Information (2019/20)

The number of students identified as EAL is currently 242 (23.8% of the cohort). In 2019/20 EAL students had an attendance of 95.7% compared with 94.3% for non EAL students.

In 2019/20, the number of exclusions per student achieved by most ethnic groups is also broadly in line or lower than the whole school figure of 5.5%. However, in 2019/20, there was a larger proportion of student within the Mixed Black and White Caribbean group who were excluded – (14%). The next largest group was White British with 6%

White British – 22 exclusions (39.2% of exclusions)

Black Caribbean – 5 exclusions – (8.9% of exclusions)

Mixed White and Black Caribbean – 10 exclusions – (17.8% of exclusions)

The 2019/20 percentage for exclusion of students of groups of any black ethnicity is 7.1%.

The 2019/20 percentage for exclusions of students with an ethnicity other than White British is 5.2%.

The number of exclusions given to EAL students in 2019/20 was 5 (2%) which is well below the percentage for non EAL students of 6.6%.

The Progress 8 figure for EAL students in 2020 was 0.5 compared with the whole school figure of 0.33. The average GCSE points score for EAL students in 2020 was 43.66 compared with 41.87 for those without EAL. The progress 8 score for students with EAL was 0.5 compared to 0.19 for those without EAL.

648 of our cohort (63.9%) are from an Ethnic Minority background. This is significantly greater than the national average. Significant groups include Black Caribbean (8.4%), Black African (9.7%), Mixed White and Black Caribbean (7%) and Pakistani (6.8%).

Attendance for all ethnicity groups are broadly in line or higher with the whole school figure although the attendance for White and Black Caribbean students is slightly lower.

2019/2020	Pupils in group	Attendances
Any other Black background	15	94.13
Any other ethnic group	11	97.67
Any other mixed background	27	94.63
Bangladeshi	40	96.06
Black - African	101	97.93
Black Caribbean	101	95.3
Chinese	1	100
Indian	23	93.48
Kashmiri other	1	96.69
Other Asian	18	97.31
Pakistani	64	94.44
Refused	24	94.09
White - British	380	94.32
White - Irish	4	90.92
White Other	104	95.66
White and Asian	22	94.77
White and Black African	24	97.1
White and Black Caribbean	78	92.17

There is a slightly higher progress 8 figure for Black Caribbean students that other cohorts and with white British students not achieving as higher as other cohorts.

Ofsted 2017 commented that “leaders have helped to create a community where diversity is valued and where all students feel they belong... (EAL) students, many of whom joined the school in the early stages of English language acquisition, made very strong progress. This reflects the fact that students who speak English as an additional language achieve extremely well at Lealands High School.

How we advance Equality of Opportunity

There is one member of staff with overall responsibility for EAL and others within the department who give direct support to these learners. Students identified as requiring support are given a comprehensive induction programme to the school and are allocated a peer buddy. They are expected to participate in lessons with the rest of the school population as soon as possible. Support is then provided in the base room and in-class

to enable them to achieve at the highest possible level in English and in other subjects. Some EAL students have been provided with a pocket translator to use when required. Staff have been familiarized with the expected progression of EAL students through our CPD programme.

We understand and respect the values of differing races that make up our school and wider community. We encourage the development of a greater understanding of all races and deeper respect for their differences and similarities. Within the Humanities curriculum there are modules relating to the problems of racism, discrimination and prejudice and the religious and non-religious responses to these issues. The unit of work encourages students to think about and discuss discrimination and prejudice. There are modules related to protest movements, and the rights of individuals in relation to discrimination.

Schools projects take place across curriculum areas, for example we have a Commonwealth based Sport Day each year and diversity is celebrated through assemblies and within our Citizenship curriculum.

Value for the month posters are displayed in each classroom and this is an opportunity for students to engage with a range of global issues. Black History Month is recognised within the school calendar with students and teachers organising assemblies in order to raise awareness.

At tutor time we have checking-in and checking-out which is inclusive and encourages the sharing of experiences, spiritual reflection and celebrates the diversity of our cultures. Each year group also has Character and Culture days each week to discuss issues related to how students live together and get the best from each other and themselves. We also use assembly time to foster good relationships with different ethnic groups.

Our students often receive recognition at the African Caribbean Awards evening for outstanding achievement following our nominations. Our kitchen staff also take opportunities to recognise national and international events with special menus. We are a cohesive school with good relationships and visibly diverse friendship groups around school and on the staff.

Impact and Next Steps

Students from all ethnic groups mix very well at Lealands which is very noticeable throughout the school day. Our careful monitoring of groups of students within the school keeps us well informed about attitudes to learning and progress. We are clear about the groups of students who need enhanced support.

31 demerits were reported for racist incidents in 2018/19 which represents 0.001% of all demerits. Racist incidents are very rare and are discussed in the Progress, well-being and behaviour team meetings to ensure that each individual report to ensure that they are dealt with according to policy.

The school will continue to monitor closely the impact that exclusions have on individuals and groups and to implement strategies to try to reduce exclusions ensuring that no group is disadvantaged in any way.

d) Sex

We have a statutory duty to promote sex equality with due regard to the need to:

- eliminate unlawful sex discrimination;
- promote equality of opportunity;
- foster good relations between women and men, girls and boys.

We currently have 506 girls (50%) and 50 boys (50%) on roll. Attendance for these groups is 95.4% for girls and 94.5% for boys.

There was a difference in the percentage of exclusions given to girls (21 exclusions in 2019/20– 4.1%) and boys (35 exclusions in 2019/20 – 6.9%).

The progress 8 score for boys in 2020 was -0.03 compared to 0.73 for girls. Girls did better in both English and maths and both avoided a negative P8 figure in these subjects.

How we advance equality of opportunity

The school provides opportunities to reflect on moral dilemmas and stereotyping through the taught curriculum and to develop a greater understanding through the tutor and assemblies programme. In Citizenship lessons in year 7 students explore fairness in society. The taught curriculum supports students to develop their understanding of groups that can be discriminated against and the history associated with this such as the Suffragettes.

We actively seek opportunities to promote successful role models through programmes such as speakers for schools, visitors in assemblies and speakers at presentation evening.

We review our curriculum carefully to ensure that it meets the needs of all students and to understand patterns of subject choices so that these can be challenged where there appears to be a gender bias.

We actively promote role models of men and women in all careers through displays and our taught careers programme to break-down stereotypes and promote equality. Each year we hold a careers fair for students in all years groups.

We ensure that our visual materials demonstrate boys and girls participating in the wide range of opportunities available at the school and actively seek to avoid stereotyping and the promotion of traditional roles.

We provide a wide range of opportunities for both sexes to work, socialise, play and participate in extracurricular activities with and alongside each other.

Our SRE programme ensures that good relationships are understood and promoted. We are keen to develop further opportunities to engage with projects around healthy relationships and our Senior PSM ensures that relevant agencies are signposted to students.

One of the key themes that we have incorporated into our school system is the development of Students Leaders. We have an established Senior Student Leadership team within the school and we are developing leadership opportunities for students across all aspects of school life including Anti-Bullying Ambassadors, the Green Team, Sports Leaders, Language Leaders and Numeracy and Literacy Leaders.

Impact and next steps

The school works hard to ensure that pregnancy and maternity do not lead to discrimination and that adjustments are made as appropriate to try and ensure equality of opportunity.

A quality SRE programme is delivered via the Humanities Department in the summer term to years 7 to 10 coordinated by the second in department for Humanities. We are keen to implement further programmes around healthy relationships through involvement with the NHS, Camhs and other external agencies.

We are keen for both boys and girls to benefit from our teaching and learning initiatives across all year groups. The development of Student Leadership opportunities across the school will also be monitored to ensure that opportunities are available and taken up by both boys and girls. We will continue to closely monitor patterns in demerits and exclusions what this tells us about boys attitudes to learning.

Behaviour incident analysis shows that sexual incidents are extremely rare. If incidents do occur they are dealt with promptly and effectively in line with the whole school behaviour policy. Related incidents are discussed in the Progress, Well-being and Behaviour team meetings to ensure that each individual report to ensure that they are dealt with according to policy.

There have been some incidents related to the use of social media and this is something we are aware of and are tackling through our CitRs curriculum, computing curriculum, assemblies and in tutor time. Where incidents related to inappropriate use of social media occur, we use some external agency support to help us address the issues with individuals.

f) Religion and Belief

We have a duty to carry out our functions with due regard to the need to:

- promote equality of opportunity;
- eliminate unlawful discrimination;
- promote good relationships;
- eliminate religious-related harassment.

Summary Information

There are 12 different religious groups declared within our school population. 35.8% of students are Christian, 30.5% have no religion, 18.7% are Muslim and 7.1% are Roman Catholic.

How we advance equality of opportunity

We value the place of faith and belief as well as the views of those with no religious belief. Students are encouraged to explore the beliefs of others through the taught curriculum and to develop greater understanding through the tutor and assemblies programme. Students are encouraged to share their beliefs and show respect for those of others. One example of this is through our 'check in/check out' sessions during tutor time on Mondays and Fridays. The school provides opportunities to celebrate diverse

beliefs through displays relating to a range of religious festivals. A room is made available for prayer so that students and staff may practice their beliefs appropriately in the school context.

We ensure that opportunities are available to all and where there is a faith based reason for non-participation we make sensible and appropriate adjustments in consultation with parents/carers. We provide role models and are fortunate to have staff from a range of faiths and none.

We ensure that our published literature, displays, prospectus and website demonstrate the fully inclusive nature of the school promoting positive images and equality of all people from different faiths and backgrounds. Prejudice and discrimination are challenged through work within Citizenship and Religious Studies as well as other areas of the school curriculum.

During tutor time and assemblies students are encouraged to develop their understanding of each other and specific attention is made to our religious diversity and shared values. We understand our duty around collective worship of a broadly Christian nature. This is achieved through the assembly and tutor programmes, where values and morals are explored from a range of religious and non-religious viewpoints.

Impact and next steps

Evidence from lesson observations as well as the way students act and behave towards each other around school indicate that students are extremely mature and accepting of each other, whatever their religion or belief. Students enjoy learning about each other's beliefs, and engage in discussions with interest and maturity. Ofsted 2017 commented that Lealands is "an inclusive school, where there are high expectations of what all students can achieve, and where every individual student receives strong levels of support, guidance and care. As a result, almost all students, including those who are disadvantaged and the most vulnerable, move successfully to the next stage of their education or employment."

Ofsted 2013 noted that the school is a, "harmonious multi-cultural community" and we strive to continue this.

All staff receive WRAP training to raise awareness of PREVENT soon after they join the school. Teachers will now need to take this training on board and apply it in everyday practice of safeguarding.

i) Sexual Orientation and Gender Re-assignment

We have a duty to carry out our functions with due regard to the need to:

- promote equality of opportunity;
- eliminate unlawful discrimination;
- promote good relationships ;
- eliminate harassment.

Summary Information

In relation to the age of students at the school, it is uncommon for the school to be aware of sexual orientation. However, on occasions where students choose to make this known, we ensure that we have due regard to our duties and work hard to ensure that they feel fully included in school life and in no way discriminated against. Where a student or member of staff is in the process of gender-reassignment or chooses to dress and behave in a way which is different from other members of their sex, we will make appropriate adjustments to support them to avoid discrimination and be able to participate fully in school life.

How we advance equality of duty

We are conscious that at this young age, a number of students may be struggling with or uncertain about their own gender identity and sexual orientation so we provide counseling (Relate) and sign-posting to appropriate agencies.

We tackle all instances of homophobic bullying in line with our school policies and these are recorded and monitored.

We ensure that students and staff are free to express their sexuality without fear of discrimination or prejudice.

We promote acceptance and understanding through positive successful role models in the taught curriculum of people who are of a range of sexual orientations including the exploration of Islamic views and Christian views on homosexuality.

We ensure all staff and students use appropriate language and show respect to one another so as not to denigrate any individual or group on the basis of their sexual orientation.

We deal with stereotyping and prejudice within our taught curriculum; particularly in History, Citizenship and RS.

We seek to support individuals as appropriate and we will listen to students and staff so that we can act where necessary to foster and achieve good relations.

The second in department for the Humanities faculty oversees and reviews the content of the SRE programme each year with feedback from teaching staff, members of the safeguarding team and students.

Impact and next steps

Concerns related to equality and diversity incidents are rare. 21 demerits were reported for equality and diversity related incidents in 2018-19 which represents less than 0.001% of all demerits points. Incidents related to equality and diversity are discussed in the Progress, well-being and behavior team meetings to ensure that each individual report to ensure that they are dealt with according to policy.

If they do occur they are dealt with promptly and effectively according to the school behaviour policy.

10. Lealands High School Equality Objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

Objective 1

To improve the attendance of SEND students to close the attendance gap between these students and non SEND students.

Why we have chosen this objective:

Over the last 3 years there has been a significant gap in attendance between SEND students and non SEND students. Whilst we feel this is linked more to individuals than the group characteristics, we carefully monitor this group figure and act with specific strategies to close this gap and raise the attendance of this group.

To achieve this objective we plan to:

This objective is written into our whole school Achieving Excellence Plan and data is monitored by members of the Senior Leadership Team who work directly with the pastoral team, the attendance officer and the EWO.

Specific strategies including individual mentoring sessions, group assemblies and attendance workshops are in place to raise the attendance of this group.

Objective 2

To monitor and analyse information to ensure that SEND and White and Black Caribbean students are: not disadvantaged in relation to the decisions made regarding fixed term exclusions.

Why we have chosen this objective

In 2016/17 our exclusion figures indicate that a greater proportion of SEND students and Mixed White and Black Caribbean Students received fixed term exclusions compared to the whole school cohort. The figure for SEND students was 22%. This rose to 23.3% in 2017/18 but dropped in 2018/19 to 17.3%. In 2016/17 the figure for Mixed White and Black Caribbean students was 22.6% compared to a whole school figure of 12.2%. This dropped to 18.5% in 2017/18 and dropped significantly again in 2018/19 to 10.5%.

In 2019/20 the figures are taken from September 2019-March 2020 due to school closure after this date. This means that the actual figures are not comparable to previous year due to the shorter timescale. However during this year SEND Exclusion figures were 12.8% compared to the whole school figure of 5.5% and the Mixed White and Black Caribbean figure was 14%.

To achieve this objective we plan to:

We will ensure that we consider fully the impact that whole school initiatives may have on these groups as well as other groups of students within Lealands. We will introduce strategies which particularly support these groups without disadvantaging other groups. We will ensure that all monitoring of data focuses on these groups.

Our Achieving Excellence Plan for 2018-19 includes actions related to ensuring that provision is in place for developing all our students to facilitate increase in positive attitudes to learning including leadership opportunities and opportunities for celebration of success.

We will ensure:

- all students have consistent opportunities to celebrate the success of individuals.
- all students are able to increase opportunities to demonstrate leadership and responsibility within the pastoral structures in the school.

Progress we are making towards this objective

Improvement of SEND provision in school with increased specific SEND training for learning support assistants and the development of trained Emotional Literacy Support Assistants (ELSA) and LEAP staff means that there is improved support for students who may struggle to moderate their behaviour.

Increased training to develop quality first teaching and the introduction improved behaviour systems will reduce the likelihood of student's behaviour escalating to the point of fixed term exclusion. There has also been an improvement in the use of strategies for Heads of Year and Pastoral Support Managers. We are developing leadership opportunities including Anti-Bullying Ambassadors, Literacy and Numeracy Leaders and Student Voice Leaders. These are being monitored closely during the year to ensure equality of opportunity and participation.