



Connaught School for Girls

Policy For

Public Sector Equality Duty (PSED)

Statement and objectives

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1. Aims

Connaught School for Girls (CSFG) aims to ensure that its ethos, policies and practices respect and protect the rights of all individuals and that everyone is enabled to make the most of their abilities and qualities. Our school believes in high quality education, which will empower young women to strive for excellence and aim for future successes.

Equality is a core school value, central to the wider issue of social inclusion. It underpins the school curriculum and it is a key consideration in employment policy and practice. We believe that equality of opportunity is the central principle underlying all the work we do.

The school is focused on working collectively to prioritise and promote the diversity of our community, as this leads to better equality of opportunity for all individuals in society. We believe our school curriculum and teaching structures are pivotal in creating a hunger for learning and ensuring our students thrive.

Connaught School for Girls is placed in a community where people challenge being at a disadvantage, discrimination and prejudice. We provide a positive and personal learning experience, where all members are valued, irrespective of: sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity. Our school aspires to make learning the central focus of all we do for our school community, where we actively seek to better our provision through reflection, evidence and collaboration.

The **Equality Act 2010** clearly states that the following groups must be taken into account. People identified in the following groups are considered to have a **protected characteristic**.

- Disability
- Sex (gender)
- Race (ethnicity)
- Pregnancy and Maternity
- Religion and Belief
- Sexual Orientation
- Gender Reassignment
- (Age)
- (Marriage and Civil Partnership)

The **Public Sector Equality Duty** requires the school to publish information about Equalities. This information must be clearly linked to the three aims (General Duties) of the Public Sector Equality Duty April 2012.



At Connaught School for Girls we meet our obligations under the public sector equality duty by having due regard to the need to:

- a. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act.**
- b. Advance equality of opportunity between people who share a protected characteristic and those who do not.**
- c. Foster good relations between people who share a protected characteristic and those who do not.**

Specific Duties which relate to the above general duties are to:

- **Publish and Analyse Information** about the school annually
- **Set Equality Objectives** reviewed on a three year cycle

These actions will be taken after analysing the information about our school. See School FFT DATA 2019.

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 require 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.**

3. Role and Responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher



The equality link governor is [to be confirmed]. They will:

- 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 board regarding any issues

The Headteacher and Leadership team will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Take appropriate action in any cases of unlawful discrimination
- Monitor success in achieving the objectives and report back to governors

Teaching and Support Staff

All teaching and support staff will:

- Create an inclusive and collaborative ethos in their classroom.
- Challenge all forms of discrimination.
- Professionally deal with any prejudice-related incidents that may occur and report them using CSFG procedures.
- Organise and deliver the curriculum and lessons that reflect CSFG's inclusive principles, for example, in providing materials that focus on positive images in terms of race, gender and disability.
- Ensure the highest expectations of success for all students.
- Support different groups of students through differentiated planning and teaching, SENCO staff collaborate with teaching staff to ensure all students can access high quality learning.
- All staff actively keep up to date with equalities legislation relevant to their work.
- The school's Public Sector Equality Duty will be on the school's 'Shared Google Drive' and on the school website.
- All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

Visitors

All visitors to our school, including parents/carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in writing, letters, the school website and newsletters to enable them to do this. PSED copies can be made available on request, including translations and special formats.



4. Eliminating discrimination

At all times people's feelings will be valued and respected. Incidents of harassment, discrimination or victimisation will be taken seriously.

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 and training. Where this has been discussed during a meeting it is documented.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training.

Our policies are informed by our responsibilities under the Equality Act. Please refer to the following:

- ***HRSE policy***
- ***Menopause policy***
- ***Stress management policy***
- ***Marking and assessment policy***
- ***Work-life Balance Policy***
- ***Behaviour policy***
- ***Remote learning policy***
- ***Centre Policy for Determining Teacher Assessed Grades***

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. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully



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

- Publish attainment data each academic year showing how pupils 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 pupils' activities (e.g. encouraging all pupils to be involved in the full range of school clubs)

At Connaught School for Girls we are dedicated to identifying the needs of our school's population by:

- Collecting, analyse and publish data by: gender, ethnicity, faith, SEN, CLA, PP and Non PP



6. School Equalities Information and Analysis

		School Population 2020-21	Connaught		National
			No.	%	%
Gender	Girls		627	100.00%	*
	Boys		0	0.00%	*
Ethnicity	White	White - British	22	3.51%	75.00%
		Irish	0	0.00%	
		Traveller of Irish Heritage	0	0.00%	
		Romany or Gypsy	0	0.00%	
		Other White Background	56	7.88%	
	Asian or Asian British	Bangladeshi	35	5.58%	2.00%
		Indian	53	8.45%	3.00%
		Pakistani	221	35.25%	4.00%
		Any other Asian background	34	5.42%	3.00%
	Black or Black British	Black Caribbean	30	4.78%	3.00%
		Black African	36	5.74%	5.00%
		Any other Black background	28	4.47%	
	Mixed	White and Asian	14	2.23%	
		White and Black African	7	1.12%	
		White and Black Caribbean	8	1.28%	
		Any other mixed background	32	5.10%	
	Other	Chinese	11	1.75%	1.00%
		Any other ethnic group	33	5.26%	4.00%
		Information Not Yet Obtained	7	1.12%	
	Eligible for Free School Meals in last 6 years	Not Eligible	497	79.27%	*
Eligible		130	20.73%	*	
Children Looked After	Not CLA	626	99.84%	*	
	CLA	1	0.16%		
Religion/Belief	Buddhist	0	0.00%		
	Christian	94	14.99%		
	Hindu	6	0.96%		

Religion/Belief

*



	Jewish	2	0.32%	
	Muslim	446	71.13%	
	No Religion	33	5.26%	
	Other Religion	8	1.28%	
	Sikh	3	0.48%	
	Information Not Yet Obtained	34	5.42%	
Special Education Needs	No Special Educational Need	504	80.38%	*
	School Monitoring	4	0.64%	*
	SEN Support	55	8.77%	*
	Statement/EHCP	7	1.12%	*
Profile of Need (% of SEN Needs cohort)	Behaviour, Emotional and Social Difficulty	10	1.59%	*
	Hearing Impairment	4	0.64%	*
	Moderate Learning Difficulty	8	1.28%	*
	Other Difficulty/Disability	2	0.32%	*
	Physical Disability	2	0.32%	*
	Severe Learning Difficulty	2	0.32%	*
	Specific Learning Difficulty	16	2.55%	*
	Speech, Language or Communication Need	10	1.59%	*
	Visual Impairment	1	0.16%	*
	Autistic Spectrum Disorder	3	0.48%	*

(* DFE have said they will not publish school ASP data for 2019/20 or 2020/21.)

Comments

Comparisons to national data show that the majority of our school population originate from the Asian subcontinent with Pakistani, Indian and Bangladeshi being the most represented. Followed by Black and Black British students who form the next majority group.



- Ensuring attendance is high:

Attendance

Year	Persistent Absence (Below 90%)		Overall Absence	
	School	National (secondary)	School	National (secondary)
2016 - 2017	6.0%	13.5%	4.4%	5.4%
2017-2018	8.4%	13.9%	4.2%	5.5%
2018-2019	8.8%	13.7%	5.2%	5.5%
2019-2020	10.17%	Data not available	3.8%	Data not available

Comments: The cohort who joined the school in 2017 have historic (KS2) high rates of persistent absence. An increase in student mobility (due to local authority housing policies) has resulted in increased in-year transfers. Some of these students have arrived at CSFG with historic persistent absence.

Objective: To increase attendance of students with identified persistent absence. We continue to work closely with our EWO, Early Help and CAMHS to support these students and families to remove barriers to good attendance.

Exclusions

Year	Permanent Exclusions School	Fixed Term Exclusions		
		Number School	% of students School	% of students National (secondary)
2016-2017	0	7		10.13%
2017-2018	0	11	1.79%	10.13%
2018-2019	0	32 (24 students)	4.97%	10.75%
2019- to March 2020	0	13 (12 students)		Data not available

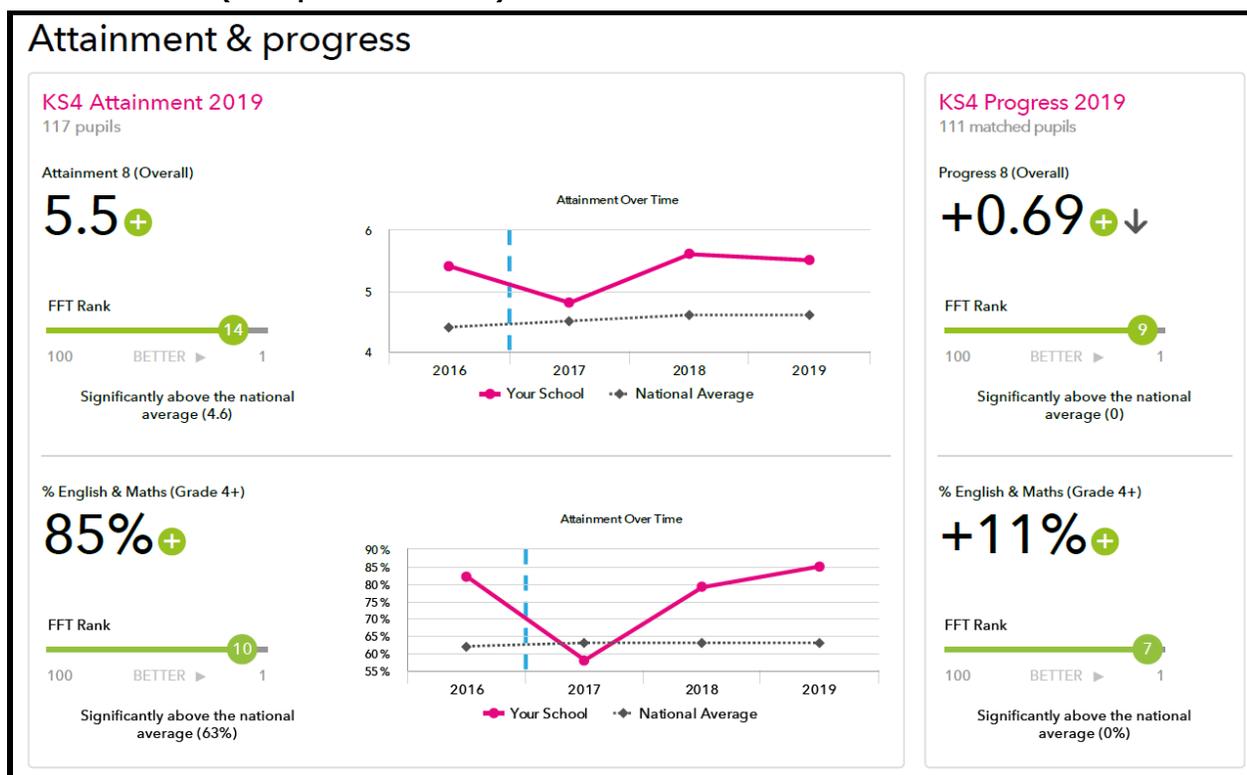


Comments: The rise in fixed-term exclusions 2018-2019 was largely accounted for by a small number of students in two year groups (Years 8 and 10) where an on-going dispute resulted in a number of physical altercations. A programme of restorative justice (supported by SSO) and the successful use of PSPs for three students resolved the issue.

Objective: To reduce and de-escalate disputes between students to avoid physical altercations between students. The restorative justice strategy implemented in 2018-2019 is being cascaded to Heads of Year and will be used to avoid escalation of disputes between students.

- We analyse, reflect, review and consult about learning data for both KS4 within each academic year to ensure that our processes are robust and fair:

Attainment Data (2019 pre-Covid data)



Student Groups	Number of Students	ATTAINMENT			PROGRESS
		Attainment 8 (Overall)	% English & Maths (Grade 4+)	% English & Maths National (Grade 4+)	Progress 8 (Overall)
2018-19					



All students	117	51.4	85%	64%	0.69%
Female	117	51.4	85%	68%	0.69%
Higher attainers	51	63.75	92%	93%	0.39%
Middle attainers	54	50.56	85%	53%	0.93
Lower attainers	6	34.17	50%	8%	0.99
FSM (in last 6 years)	35	0.42	77%	71%	0.42
Not FSM (in last 6 years)	82	0.82	*	*	0.69
FSM	36	51.4	85%	1%	0.61
Not FSM	81	56.81	*	13%	0.82
FSM (ever)	81	56.81	*	6%	*
Not FSM (ever)	*	51.4	*	15%	*
Autumn Term	8	*	*	-1%	*
Spring Term	*	*	*	12%	*
Summer Term	*	*	*	18%	*
SEN Support	8	37.88	*	50%	-0.03
EHC Plan	0	N/A	N/A	N/A	N/A
No SEN	109	56.41	87%	71%	0.7
First language not English	39	52.29	50%	64%	0.73
First language English	78	56.57	83%	64%	0.67
Joined in Y10 or Y11	*	*	*	39%	*
Joined before Y10	*	*	*	10%	*
White	*	*	*	15%	5.50%
Black Caribbean	*	*	*	13%	5%
Black African	*	*	*	12%	5.80%
Indian	*	*	*	9%	5.70%
Pakistani	*	*	*	9%	5.70%
Bangladeshi	*	*	*	19%	6.10%
Other Asian	*	*	*	12%	4.90%
Chinese	*	*	*	3%	6.90%
Any Other	*	*	*	-17%	3.90%

(* DFE have said they will not publish school ASP data for 2019/20 or 2020/21.)



Comments

CSFG students in the Bangladeshi, Middle attainers and Non PP have achieved significantly above average in their overall progress.

In English, Bangladeshi, Pakistani and Black African students have all achieved above average in their progress.

In Mathematics, Bangladeshi, Middle attainers and First language not English category have all shown significant progress. Chemistry, Spanish, Physics, Science Double Award and Biology - all show significant progress in student progress.

The school has identified that Black Caribbean students have performed less well in English and Mathematics and this needs to be supported with a strategic plan to ensure all student ethnicity groups are targeted to improve.

Students in the Any Other category have also achieved below average in the national progress 8 scoring. This needs to be addressed in forthcoming curriculum plans and pastoral plans.

Art and Design and History have both experienced a decrease in student progress. Art and Design have experienced some staffing owing to extenuating circumstances and this is now stable.

History has put a strategic plan in place to improve student progress in the next 2-3 years.

We promote equality by:

- Providing a cohesive Teaching and Learning programme where staff receive support and training about pedagogy, differentiation and creating a balanced curriculum
- We analyse, reflect, review and consult about learning data for both KS4 and KS3 within each academic year to ensure that student progress and attainment is improving
- Our transition arrangements are fair and transparent, and we do not discriminate against students by treating them less favourably on grounds of their race, disability, religion or belief, sexual orientation, gender reassignment
- We encourage all your students to partake in a range of extracurricular activities to broaden their prospects and there is a high uptake of post 16 education at our school, which is supported by our comprehensive and personalised careers programme
- There are a variety of accreditation qualifications at our school to ensure we cater for different learning requirements
- We aim to make sure that no-one experiences harassment, less favourable



treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation

7. 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 Religious Education, Citizenship, Personal, Social, Health and Economic Education (CPSHE); curriculum areas ensure that learning experiences value the heritage, cultures, religions and background of our students and all their prior learning; a thriving student council; positive imagery in our displays and social emotional wellbeing provision.

Holding assemblies dealing with relevant issues

Assemblies are calendared in advance to ensure there is equity in the subjects that are being covered and adapted where appropriate to acknowledge current issues. Students are encouraged to take a lead in such assemblies, and we also invite external speakers to present and sometimes work with our students to develop the work.

Working with our local community

This includes: Duke of Edinburgh award scheme is run annually ; links with schools abroad; senior Citizens Christmas lunch; Citizen's UK project; an active PTA has increased community involvement.

Encouraging and implementing initiatives to deal with tensions between different groups of students within the school

We have an active prefect system in form groups where older students offer guidance to younger students; HOYs build year group cohesion through use of the schools' reward systems; sports day involves aligning tutor groups vertically to support students collaboration across the different age groups; we have strong working relationship with our parents/carers to support our students and staff with their teaching and learning.

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

HRSE policy and equalities charter in place; International Women's Day is celebrated annually with a programme of activities; Black History Month is celebrated annually



with a programme of activities including celebrating the achievements of BAME women across many professions; Fair Trade; LGBT month assemblies and programme of awareness raising events; Islamophobia, Homophobia, Disability history month, Holocaust memorial day, mental health awareness.

8. 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 disabled pupils
- Is fully accessible to PP students

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment. Also, the school has put in place a thorough risk assessment in response to the coronavirus epidemic 2020, which focuses on the safety of all the school community.

9. Equality objectives

We produce and scrutinise a workforce census annually. As an Academy, the Trustees are the employer, however the school exercises a responsibility as the direct employer. All policies related to HR are consulted with staff, recognised trade unions and identified policies are workload impact assessed.



Workforce – Staffing

Total of staff:

87 (Including Agency)

Gender:

68 Female

20 Male

Ethnicity	Total	Female	Male
White British	33	22	11
White Irish	2	1	1
White Other	12	9	3
Black Caribbean/Black British	13	10	3
Black African	5	4	1
Pakistani	7	7	0
Bengali/Bangladesh	4	4	0
Indian	8	7	1
Mixed, White and Black Caribbean	1	1	0
Mixed, any other mixed background	1	1	0
Any other ethnic background	1	1	0
TOTAL	87	67	20
Staff with disabilities	5	3	2



Equal Opportunities for Staff:

- CSFG is focused on the practice of equal opportunities principles and the monitoring and evaluation of equality in all aspects of staffing and employment.
- We both value and create a workplace culture in which people are respected, in which diversity is an integral to our implementation of equality and employees are encouraged to report any behaviour which causes them worry.
- All processes relating to staff appointments and promotions will be made on the basis of merit and ability, job needs or other job related criteria and in accordance with the law.
- The school leaders involved in recruitment will adhere to the CSFG job/recruitment policy in relation to all new appointments and promotions. All candidates for employment or promotion will be assessed objectively against the requirements for the job, taking into account any reasonable adjustments that may be required for disabled candidates.
- The formation of the current workforce and applicants for jobs will be monitored and, where problems are identified, senior management will consider the appropriate action to take to address these.
- At CSFG we will respect the religious beliefs and practice of all our staff and agree with reasonable requests relating to religious observance and undertakings.
- CSFG employees may ask about a variation to a standard working practice, any possible indirectly discriminatory effect of the practice in question will be considered and requests will be refused only where there are sound organisational reasons for doing so, unrelated to any protected characteristic. Reasonable adjustments will be made to standard working practices to overcome barriers caused by disability.
- The school will ensure that all staff receive appropriate training according to our **Performance Development Policy** and opportunities for professional development, both as individuals and as groups or teams.
- Our governing body will review on a regular basis/ annual basis the need for training in equal opportunities for middle leaders and others involved in recruitment or other decisions relating to employment, as well as monitoring the need for training existing and new employees, volunteers and other workers to help them understand their responsibilities. We have a human resources manager who oversees and leads on recruitment.



Objective 1:

Close the achievement and progress gaps of identified groups.

Why we have chosen this objective: To ensure all our students are given equal access to high quality education to achieve all qualifications, so that they have the opportunity to progress in Further and Higher Education.

To achieve this objective we plan to: Use report data regularly to inform teaching and learning; ensure middle leaders and staff are aware of these students through line management, staff CPD sessions and systemic monitoring that shows support; research effective strategies to support students as appropriate to achieve better.

Progress we are making towards this objective: as a school we continue to use our internal monitoring systems of data and the use of FFT to analyse student progress.

Objective 2

Developing the pastoral curriculum to improve and support mental health and wellbeing of all our students in light of the Covid-19 pandemic.

Why we have chosen this objective: The school is preparing to create and construct a pastoral system to support student achievement and build character. The pandemic has shown how home circumstances vary greatly for our students and it is important to reevaluate how we can support better.

To achieve this objective we plan to: create a pastoral curriculum for both KS3 and KS4. The school is planning CPD to retrain all tutors and staff.

Progress we are making towards this objective: student surveys on Google classroom have taken place and will be followed up with analysis to inform the planning of the pastoral curriculum.

Objective 3

Train governors involved in overseeing the PSED policy to ensure they can monitor and evaluate how the school is compliant with the Equalities Act 2010.

Why we have chosen this objective: To ensure that our equalities agenda is explicit and embraced by all stakeholders in our school community. There will need to be a focus on self-reflection for the whole school and this will need to be shown in the evident experience of all members of our school community.



To achieve this objective we plan to: the respective governor will attend training and keep up-to-date with current information relating to PSED.

Progress we are making towards this objective: the governors will be focusing on electing a person to fill this role and work with the leadership team.

11. Monitoring arrangements

The governing body at CSFG will update the equality information we publish, described in sections 4-7 above, at least every year.

This document will be reviewed by the governing body at CSFG and headteacher at least every 4 years.

This document will be approved by the governing board at CSFG governing board and headteacher.

12. References

The Equality Act 2010 and Schools May 2014

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

Equality Act 2010: Part 11 Chapter 1, legislation

<https://www.legislation.gov.uk/ukpga/2010/15/part/11/chapter/1>

Public Sector Equality Duty (PSED) Guidance for Schools in England (last revised July 2014)

<https://www.equalityhumanrights.com/en/publication-download/public-sector-equality-duty-guidance-schools-england>