

Equality Information and objectives

Denefield is committed to promoting equal opportunity and inclusion. We have an equality policy, and we set equality objectives to underpin our work and demonstrate our commitment to providing an environment that is free from prejudice or discrimination.

This statement outlines the school's contextual information with regard to the Equality Act 2010 and our equality objectives and provides details of how we comply with the Public Sector Equality Duty.

Equality Duty Consultation

In April 2011 the Public Sector Equality Duty came into force in England, Scotland and Wales. This duty replaces the existing race, disability and gender equality duties. The Equality Act 2010 says that schools and other public bodies must:

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

Under the Equality Act 2010, the protected characteristics/groups are:

Age	Disability	Gender reassignment
Marriage and civil partnership	Pregnancy and maternity	Race
Religion or belief	Sex	Sexual Orientation

Information on students by protected characteristics

Contextual Information (data correct as of April 2024)

Number of students on roll at the school:	1,124 (including 168 in Sixth Form)
Boys	554
Girls	570

Disability

The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities'.

There are students at our school with different types of disabilities and these include:

Students with Special Educational Needs and Disabilities (SEND)

	Boys	Girls	Total	Percentage of school population
No Special Education Need	421	512	934	83.10%
K (SEND support)	117	53	170	15.12%
EHCP	16	05	21	1.87%

Types of Special Educational Needs and Disabilities (SEND)

	Number of students	% of school population
Communication and Interaction	42	3.8%
Cognition and Learning	96	8.5%
Social, Emotional and Mental Health Difficulties	136	12.1%
Physical Difficulties	24	2.1%

Ethnicity

Main Categories	Micro Categories	Male	Female	Total
British	English	427	467	894
White Other	White Eastern European	03		03
	White Western European	05	06	11
	Other White	15	14	29
Asian	Bangladeshi	03	02	05
	Other Asian	10	02	12
	White & Asian	17	09	26
Black Caribbean		03	05	08
Black African	Other Black African	05	01	06
	Black background	04	01	05
Black & White Caribbean		15	17	32
Mixed Ethnicity	White & Black African	10	02	12
Other	Indian	01	06	07
	Arab	01	01	02
	Afghanistan	01		01

	Mixed background	13	14	27
	Ethnic Group	02	04	06
	Pakistani	11	09	20
	Yemeni		01	01
	Refused	07	10	17

Religion and belief

Christian	419	Sikh	06	No religion	615
Buddhist	05	Hindu	05	Muslim	42
Other	16	Refused	16		

Sensitive information on some students with protected characteristics

It is not appropriate for us to collect information from students in relation to some protected characteristics, such as gender identity and sexual orientation. However, as a school we are aware that there may be a number of equality issues for gay, lesbian, bisexual and gender questioning students and we have policies in place, for example our anti-bullying policy, to address such issues. **Staff Demographics** (data correct as of April 2024)

Gender

Male	Female
37	86

Ethnicity

White, British	105
White, European	2
White, any other white background	8
Asian or Asian British Indian	1
Asian or Asian British, Pakistani	1
Black or Black British, Caribbean	3
Mixed, any other mixed background	1
Any other ethnic background	2

Disability

1

Religion and belief

Christian = 12	Other Religion = 1
No Religious Affiliation = 11	Not Collected = 99

Age

20 – 29 years old	22
30 – 39 years old	18
40 – 49 years old	39
50 – 59 years old	36
60+	8

Teaching Staff Information = 72 staff

Main Scale	29	Male = 12	Female = 17
Upper Pay Scale	29	Male = 9	Female = 20
Leadership Scale	14	Male = 5	Female = 9
TLR Holders	35	Male = 13	Female = 22

Objective 1: Increased attendance and progress of SEND students so that outcomes equal those of non-SEND students.

Reason for the objective	Our plan
<p>SEND students' attendance and attainment has historically been lower. This has increased year-by-year though a focus on these students and the focus should continue.</p> <p>2023-24 GCSE results clearly show a link between good attendance and attainment.</p> <p>Benchmark data for attendance 2023-2024: EHCP 82.8%, SEND support 88.1% (no SEND 92.4%).</p> <p>Benchmark data for progress 2018-2019: all SEND -0.79. Year-on-year (where available) 0.07, 0.1, 0.2.</p>	<p>We will increase staff awareness of and involvement in attendance issues, including tutors. Messaging to parents via social media and other communications.</p> <p>We will analysis and disseminate key data on a regular basis.</p> <p>We will work with the LA to secure alternative provisions for students where we cannot meet need.</p> <p>We will provide focused support and intervention from the attendance, welfare and SEND teams, using Provision Map to log and track interventions.</p>

Objective 2: Increased training and awareness and of inclusivity issues including racial inclusion, sexism and sexual harassment, and LGBTQ+ issues for staff and students.

Reason for the objective	Our plan
<p>Racist, homophobic and sexist incidents occur between students. We logged 22 such incidents in 2023-2024.</p> <p>Incidents are not always reported or challenged by peers. We want to work towards eliminating incidents of this nature and to be confident that all incidents are appropriately addressed.</p>	<p>We will deliver training via staff briefing and inset.</p> <p>Our Success for Life lead will develop links with partners who can provide students with diverse voices and experiences.</p> <p>We will regularly review the Success for Life curriculum, responding to emerging concerns.</p> <p>We will collect and respond to student voice and encourage reporting.</p>
	<p>We will include sexual harassment in the staff annual wellbeing survey.</p>

Objective 3: Aim for a workforce representative of society.

Reason for the objective	Our plan
<p>Our staff demographic, as of April 2024, does not reflect the community we serve.</p>	<p>We are equally committed to eliminating discrimination and encouraging diversity.</p> <p>We aim for our workforce to be representative of society and that each employee feels respected and able to give their best.</p> <p>We are committed to providing equality and fairness in our recruitment and employment practices and not to discriminate on any grounds.</p> <p>We oppose all forms of unlawful and unfair discrimination.</p>

Compliance with the Public Sector Equality Duty

We give careful consideration to equality issues in everything that we do at Denefield School. This includes student and staff matters and in the way we work with external colleagues and visitors/contractors etc.

Eliminating discrimination, harassment and victimisation, and promoting inclusion: students

- Our CHARACTER values underpin everything that we do at Denefield School. We promote tolerance, empathy and respect in lessons, through Success for Life programme, including the tutor programme, assemblies, Success for Life (PSHE) lessons and house activities.
- Clear Behaviour and Discipline and Exclusion policies are in place which outline our expectations with regard to student behaviour and conduct. These are reviewed annually by Trustees.
- Expectations of behaviour are shared with all students and parents/carers through the Home School Agreement. Expectations are regularly reinforced.
- Focus on positive habits and routines, including attendance, punctuality, engagement in lessons and homework, which particularly benefits boys
- Student clubs and societies related to inclusion are supported and encouraged.
- We have a strong anti-bullying stance. Any allegations of bullying, discrimination, harassment or victimisation are thoroughly investigated by the house team and appropriate action is taken where necessary.
- We keep accurate records, where possible, of the protected characteristics of students and staff.
- Racial or homophobic incidents are logged and reported to Trustees
- The School Council system, including House Councils and the School Council, give students a voice in the running of the school and the ability to voice concerns.
- The Edison Centre is available to vulnerable students are break and lunch times.

- The school library, which is a quiet space, is open both before and after school.
- Peer mentoring by sixth form students supports students at KS3 and KS4
- We regularly review our accessibility arrangements. The current accessibility plan is available on our website.
- Close monitoring of attendance, punctuality, exclusions, house point allocation, parental engagement of students with protected characteristics.
- Regular opportunities provided for working with local community schools – primary partners and Brookfields School.
- Trustee policies: Admissions policy, Attendance policy, Charging and Remissions policy, Supporting Pupils at school with medical conditions policy, Child Looked After policy, Special Educational Needs policy and Uniform policy.

Eliminating discrimination, harassment and victimisation, and promoting inclusion: staff

- Staff Code of Conduct, Dress Code and Grievance policy in place and regularly reviewed by Trustees and the Joint Consultative Committee.
- Staff recruitment follows a strict equal opportunities process.
- Non-discriminatory employment practices are in place.
- Procedures are in place for addressing staff conduct, discipline and grievances.
- Policies in place to promote equality of opportunity for staff which are regularly reviewed by Trustees and the Joint Consultative Committee: Staff Code of Conduct, Staff Dress Code, Exceptional Absence policy, Fairness and Dignity and Work policy, Management of Sickness Absence policy, Grievance policy, Teachers' Pay policy, Maternity policy, Shared parental leave policy, Performance Management for Support Staff policy.

Consulting and involving those affected by inequality in the decisions we take

- We consult with students through the School Council, House Councils and Sixth Form Council.
- Students, parents and staff take part in surveys at least annually.
- The Sixth Form Leadership Team (comprising Head Boy, Head Girl, Deputy Head Boy and Deputy Head Girl) meet regularly with the Headteacher to share ideas.
- Student voice is a significant part of our regular deep dives in to subject areas and whole school areas such as behaviour and welfare and personal development
- Staff are consulted with through the Joint Consultative Committee which is attended by representatives of the main trade unions and other teacher and support staff representatives.
- We hold termly Parents' Forum meetings where parents can share their concerns and raise any issues. We hold annual stakeholder surveys in November, for students, parents and carers, and staff.
- We record all compliments and complaints in accordance with our complaints procedure.