

Equality Information and objectives (Nov 2022)

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

Number of students on roll at the school:	1 114 (including 147 in Sixth Form)
Boys	550
Girls	564

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	413	498	911	81.79%
K (SEND support)	121	58	179	16.06%
EHCP	16	8	24	2.15%

Types of Special Educational Needs and Disabilities (SEND)

	Number of students	% of school population
Communication and Interaction	51	4.58%
Cognition and Learning	68	6.10%
Social, Emotional and Mental Health Difficulties	56	5.07%
Speech and Language, Hearing impairment	25	2.24%
Physical Difficulties including vision impairment	3	0.27%

Ethnicity

Main Categories	Micro Categories	Male	Female	Total
Asian	Bangladeshi	03	04	07
	Other Asian	09	02	11
	White & Asian	17	12	29
Black African	Other Black African	05	01	06
	Black background	04	01	05
Black & White African		09	02	11
Black Caribbean		02	05	07
Black & White Caribbean		14	23	37
British	English	418	452	870
Other	Indian	02	04	06
	Arab	02	01	03
	Afghanistan		02	02
	Mixed background	14	12	26
	Ethnic Group	02	04	06
	Pakistani	11	05	16
	Refused		09	09
White Other	White Eastern European	04	05	09
	White Western European	06	10	16
	Other White	18	11	29

Religion and belief

Christian	419	Sikh	06	No religion	593
Buddhist	04	Hindu	04	Muslim	50
Other	19	Refused	19		

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 transgender students and we have policies in place, for example our anti-bullying policy, to address such issues.

Staff Demographics

Gender

Male	Female
40	82

Ethnicity

White, British	101
White, European	1
White, any other white background	5
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	3
Prefer not to say	6

Disability

1

Religion and belief

Christian = 12	Other Religion = 1
No Religious Affiliation = 11	Not Collected = 98

Age

20 – 29 years old	23
30 – 39 years old	19
40 – 49 years old	33
50 – 59 years old	36
60+	11

Teaching Staff Information = 66 members of staff

Main Scale	26	Male = 10	Female = 16
Upper Pay Scale	27	Male = 11	Female = 16
Leadership Scale	13	Male = 4	Female = 9
TLR Holders	24	Male = 10	Female = 14

Equalities Objectives 2022-2026

1. Increased attendance and progress of SEND students so that outcomes equal those of non-SEND students.
2. Increased staff awareness of inclusivity issues including racial inclusion, sexism and sexual harassment, and LGBTQ+ issues, leading to increased levels of student satisfaction regarding inclusivity and inclusion.
3. Increased number of applications for teaching posts from black and minority ethnic candidates so that the teaching force is more representative of the student population.
4. Recruitment and training of black and ethnic minority trustees so that the trust board is representative of the student population

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 regularly 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 victimization 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 reported to Trustees and logged with West Berkshire.
- 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 supports younger students.

- 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, Looked After Children 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

- 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.