

St Bartholomew's School

Equality information and objectives

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Updated : November 2020

Our school commitment

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct 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** between people who share a protected characteristic and people who do not share it.

At **St Bartholomew's School**:

- We try to ensure that everyone is treated fairly and respectfully
- We want to make sure that our school is a safe and secure place for everyone
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them the same
- We aim to make sure that no-one experiences less favourable treatment or discrimination because of:
 - age
 - disability
 - gender reassignment
 - marriage and civil partnership
 - pregnancy and maternity
 - race (including colour, nationality and ethnic or national origin)
 - religion or belief
 - sex and sexual orientation
- We recognise that some students need extra support to help them to achieve and be successful
- We try to make sure that people from different groups are consulted and are involved in our decisions, especially students, parents and those of us who can be treated less favourably.

We welcome our duties

- To promote community cohesion (under the Education and Inspections Act 2006)
- To eliminate discrimination, advance equality of opportunity and foster good relations (under the Equality Act 2010)

We also welcome the emphasis of Ofsted inspections on the importance of accelerating the progress of students from groups who are underachieving.

As part of this we will:

- Publish information every year about our school population
- Outline how we have due regard for equality and how we promote community cohesion
- Publish equality objectives to show how we plan to tackle particular inequalities and improve what we do

For more information please contact:

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Part 1: Information about the student population

Number of students on roll at the school: **1921**

Information on students by protected characteristics

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.

Disability

The Equality Act 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:

- Physical disabilities
- Diagnosed conditions which fall under the Disability Discrimination Act (DDA), definition of disability.

Ethnicity

	F	M	Total
Any other Asian background	3	2	5
Any other Black background	1	3	4
Any other mixed background	11	23	34
Bangladeshi	5	1	6
Black - Congolese	0	1	1
Black - Ghanaian	3	0	3
Black - Nigerian	1	1	2
Black - Sierra Leonian	0	1	1
Black Caribbean	1	1	2
Chinese	9	6	15
Egyptian	0	1	1
Greek/Greek Cypriot	0	2	2
Indian	22	38	60
Information Not Yet Obtained	3	3	6
Iraqi	0	2	2
Italian	0	2	2
Other Black African	6	2	8
Other ethnic group	4	5	9
Pakistani	7	8	15
Portuguese	3	6	9
Refused	6	6	12
Serbian	0	1	1

Thai	1	0	1
Vietnamese	2	0	2
White - British	795	728	1523
White - Irish	5	3	8
White Eastern European	27	29	56
White Other	17	19	36
White Western European	11	16	27
White and Asian	14	18	32
White and Black African	6	3	9
White and Black Caribbean	14	8	22
{None}	3	2	5
Total	980	941	1921

Religion

	Female	Male	Total
Buddhist	0	2	2
Christian	73	72	145
Hindu	6	4	10
Jewish	0	1	1
Muslim	6	4	10
No Religion	36	32	68
Other Religion	8	5	13
Refused	0	2	2
Roman Catholic	6	7	13
Blank	845	812	1657
Total	980	941	1921

Sensitive information on some students with protected characteristics

Some information in relation to protected characteristics we regard as sensitive. This includes their gender identity, their marital / civil partnership status, and those who are pregnant or recently had a baby.

Please contact Dr D Fitter, Deputy Headteacher as the member of staff with responsibility for equality issues as mentioned above if you want more information.

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 and bisexual students, as well as those who are undergoing or who have undergone a reassignment of their gender.

Information on other groups of students

Ofsted inspections will look at how schools help "all students to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

In addition to students with protected characteristics, we wish to provide further information on the following groups of students:

Students from low income households (based on FSM numbers)

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Not FSM	259	253	260	259	248	294	275	1848
FSM	11	17	10	11	11	11	2	73
Total	270	270	270	270	259	305	277	1921

Students with Special Educational Needs and Disabilities (SEND)

	Female	Male	Total
Education, Health and Care Plan	4	18	22
SEN Support	97	136	233
None	879	787	1666
Total	980	941	1921

Students with English as an additional language (EAL)

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
No	260	251	266	260	255	297	260	1849
Yes	10	19	4	10	4	8	17	72
Total	270	270	270	270	259	305	277	1921

Looked after children - 1

Young carers - 9

Other vulnerable groups

All are contained within previously recognised categories

Part 2: Our main equality challenges

In a highly achieving school, we are very aware that a minority of students with lower grades may feel less inclined to celebrate their achievements in comparison with their peers with higher grades. We focus on the progress made and celebrate this aspect of achievement in order that we are inclusive of all success. For example, at KS3, Very Impressive Performance celebratory certificates are sent from the Headteacher based on effort and not outcomes. In addition, we regularly review the variety of courses offered within the curriculum in order that there are more at an appropriate vocational level at all key stages, including the new Sixth Form+ offer in partnership with Newbury College. At KS5 we promote alternatives to university as a next step, following Sixth Form study.

Part 3: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do in the school.

We are committed to working for the equality of all our students. To meet our duty to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation and other conduct towards students with protected characteristics prohibited by the Act:

All staff are trained to understand the requirements of Disability legislation and the Equality Act.

The ethos of the school is established and reflected in related policies (noted below), to be inclusive in all respects.

We strive to ensure that all members of the community are treated with respect at all times. This is reflected in our curriculum for students and recruitment processes for staff.

Any exclusions, incidents of bullying, and those of a racial nature are carefully monitored and findings reported each term to the Governing Body.

Related policies:

- Admissions
- Anti-bullying
- Code of Conduct for Staff
- Complaints Policy & Procedure
- Equality, Diversity & Inclusion
- Leave of Absence
- Safeguarding & Child Protection (Promoting the Welfare of Children)
- Probation Policy
- Teachers Pay Policy
- Support Staff Pay Policy
- Appraisal Policy
- Sickness Absence

In addition:

- The Accessibility Plan
- Student Codes of Conduct

Disability

Summary information:

We are privileged within our new school buildings to be able to offer access to all floors via two lifts, and to have well lit buildings and classrooms which support all forms of physically disabled access. Many classrooms are able to offer adjustable height tables for access by those in a wheelchair / of varying height.

We recognise that the acoustics in the hub space are difficult for some of the students on the autistic spectrum. This is an issue which we continue to find ways to improve.

We view disability as a 'diffability' and not as a barrier. Individualised support is given to students and staff, whether a difficulty is short or long term in order to remove barriers and support attainment and achievement, which represent a 'personal best' for each person.

We are committed to working for the equality of people with and without disabilities. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

The strong House system provides a core structure to the school, and includes all students, staff and families. Sixth Form groups are mixed across years. Families across generations develop a loyalty to their House, which fosters closer links with the school. Members of the school community (students, staff, parents/carers and Governors) are able to identify barriers impacting on a member of the school community, and working in unison are able to create effective solutions. Structures such as Year and School Councils, Tutor Groups of 27, Parents Evenings, well publicised contact numbers, close partnerships with Primary schools and agencies working with the school, are some of the ways in which we seek to advance equality of opportunity.

Foster good relations and community cohesion by:

The school actively promotes Community Cohesion by supporting the community use of buildings during and after school hours.

Flags installed in the hub space represent the birth places of the students and staff comprising the school community e a c h y e a r . This enables the school to highlight the diversity of the school population.

There are many international links and student exchanges to various parts of Europe and China. School expeditions travel all over the world.

The Personal Development Programme, applicable to all students, contains numerous examples of the promotion of tolerance and understanding; as do assemblies.

Each House supports a charitable cause each year, collectively raising approximately £12,000 pa. Students take responsibility for fund raising; whilst mentors, prefects and school officers are able to promote further ways in which students take responsibility.

Bullying, welfare, safeguarding and racial incidents are all logged to show those involved, the incident and the outcome. This enables trends to be analysed and actions developed to reduce incidents. Anonymised versions are shared with the Governing Body each term as part of the monitoring and action planning process.

We work actively with the local community and provide support for local issues.

What has been the impact of our activities? What do we plan to do next?

The school is positively regarded in the local community and by agencies with whom the school works. The school community has increased its awareness of diversity, with a subsequent increase in respect and understanding for one another's cultures.

During the academic year (2015/16) we celebrated 550 years of St Bartholomew's School.

In 2018 the school celebrated 100 years of the House system. We continue each year to develop links with the local community. This includes the installation of a defibrillator in the school's reception area.

Ethnicity and race (including EAL learners)

Summary information:

As an Academy we access additional services to support EAL learners. The school is proud of the achievements of this group and has worked hard to ensure that support through the curriculum offer and the deployment of Teaching Assistants has been well structured.

The ethnic population of the school remains small, but this group represents a significant aspect of the school's characteristics, particularly so in terms of the very diverse nature of this group.

We are committed to working for the equality of all ethnic groups. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

Training staff on matters of Equity, Diversity and Inclusion. We adapt the curriculum to reflect issues around equality to challenge and change attitudes.

The school has employed staff, including Teaching Assistants and teachers who also have English as an additional language and are able to provide support in the student's home language.

Contact with parents/carers is enhanced by telephone calls, meetings and written documents including reports being translated into the home language.

Foster good relations and community cohesion by:

The Curriculum reflects a multi-cultural society, including what it is to be British. We have worked with the Local Authority to develop resources for use county-wide to improve the teaching of equity, diversity and inclusion issues.

The school participates in local initiatives, including the events hosted by the school such as the Chinese New Year celebrations, Black History month and other events as they become available.

What has been the impact of our activities? What do we plan to do next?

Greater recognition by the whole school community of their own and our joint cultural inheritance.

Increasing involvement in the school of projects and activities that are international in nature.

The flags in the hub space, representing the birthplace by country of all our students and staff, serve as a constant reminder to the school community of our own diversity. This will be used as a vehicle for future activities to further enhance understanding and respect in a cross curricular way.

Gender

Summary information:

The proportion of male and female students in the school is almost exactly equal. There is slight imbalance in some year groups; though this varies from one year to the next.

We are committed to working for the equality of women and men. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

Ensuring that there is no restriction, overt or otherwise on the opportunities available to students on the basis of gender.

This includes curriculum opportunities, sports and all areas of extra-curricular provision.

Foster good relations and community cohesion by:

Recognise that some cultures have differing views of gender.

We therefore adapt our school uniform to enable students to wear a headscarf where this is related to their culture and religious beliefs. The uniform provision and choices available to all students within this, are sufficiently flexible to enable all students to find garments appropriate to their needs.

Students needing to change in private for lessons involving physical exercise, have separate provision made for them by the appropriate staff.

What has been the impact of our activities? What do we plan to do next?

Students from all cultures are able to feel safe and respected at school.

Festivals of each religious group will be respected and celebrated.

A prayer room will be available at school as required.

Gender reassignment

Summary information:

We are committed to ensuring that students and staff who are undergoing gender reassignment are protected from discrimination and harassment.

In this situation the school would strive to meet its duties under the Equality Act 2010.

Pregnancy and maternity

Summary information:

We understand that students who are pregnant or who have recently had a baby can experience discrimination and barriers to accessing education.

We would always actively support the continuation of educational opportunities and employment by offering the individuals concerned strong and personalised support for their situation.

Religion and belief

Summary information:

The school is aware that members of the school community are active participants in a number of religions, and that beliefs are diverse.

The school recognises that parents may choose to withdraw their child from some activities on this basis.

The school provides quiet areas for prayer during the day as required, and recognises that at times of fasting, some students will be tired and not able to eat during the daylight hours.

The school uniform permits the wearing of a headscarf where this is part of a cultural need. In PE, separate areas are made available for some students to change their garments. In Food Technology, the range of practical activities, will always include a choice for students and their families to enable food to be prepared of a type and nature which is useful to the home situation.

We are committed to working for the equality for people based on their religion, belief and non-belief. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

Recognising in a public way when religious festivals are taking place and continuing with the structures already in place, as noted above.

Foster good relations and community cohesion by:

Continuing to work actively with the whole school community to better understand the beliefs and difficulties of those from a range of religious and cultural backgrounds, and to put in place effective measures which will provide solutions and support.

What has been the impact of our activities? What do we plan to do next?

Students are more accepting of difference.

This is noted by the improved behaviour and active involvement of students in support of one another. This will most easily be seen by active engagement in the 'Restorative Practice' initiative.

To continue to promote our own diversity and to use this as a vehicle to improve knowledge, understanding and respect of and for one another

Sexual orientation

Summary information:

We are committed to combating discrimination faced by students and staff who are lesbian, gay, bisexual and transgendered (LGBT).

The curriculum and particularly the Personal Development Programme, includes consideration of these themes.

Age (in relation to staff only)

Summary information and data:

We are committed to working for the equality of people based on their religion, belief and non-belief. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Eliminate unlawful discrimination by:

The school follows all safer recruitment processes at all stages, from advertisement through to appointment of staff. All equality data is removed from the applications which go to the shortlisting and interview panels.

What has been the impact of our activities? What do we plan to do next?

Confidence by the school and Governing Body that recruitment processes are working effectively to give all applicants a fair opportunity in accordance with current legislation.

Marriage and civil partnership (in relation to staff only)

Summary information and data:

Data is available on application forms for new staff but we have not asked existing staff to update the school as to their marital status.

Part 4: Consultation and engagement

We aim to engage with and consult with students, staff, parents and carers and the local community so we can improve our information, learn about the impact of our policies, develop our equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- We pride ourselves in being a listening school.
- Communication with the school is by face to face meetings, email, telephone and letter. This is available to all members of the school community.
- A bi- annual Kirkland Rowell survey shared with all students, staff and parents/carers. Invitations to the parents/carers to discuss specific topics with staff at the school.
- Numerous events held in school which bring the community into the school on an informal basis.
- Involvement of the school personnel in community events. Representation of the school on community groups.
- Sustained monitoring of a wide range of activities and measures which reflect the school climate.
- Joint Consultative committee – staff consultation on policies and procedures

Record of consultation and engagement

Date	Who we consulted	Summary	Action taken
Various	All Policies and Procedures are shared with the School's Union Representatives prior to Governor Approval.		Union Representative comments are reviewed prior to final policy approval by Governors.
March 2017	Whole School Community: Students Parents Staff	Results shared with each key group.	Action plans updated.
March 2018	Whole School Community: Students Parents Staff	Results shared with each key group.	Action plans updated.
March 2019	Whole School Community: Students Parents Staff	Results shared with each key group.	Action plans updated.
March 2021	Next Kirland Rowell survey scheduled		

Part 5: Record of how we have considered equality issues when making decisions

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies. This means we need to consider what the impact of those decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised.

Date	Policy or decision	Equality issues we considered	Action taken or changes made
Autumn 2020	Equality Diverison & Inclusion Policy	Full review of the policy	New Policy
Summer 2020	Leave of Absence Policy	Parental Bereavement Leave, Gender Reassignment and Religious Observance paid leave reviewed	New policy
Summer 2019	Shared Parental Leave Policy	Full review of the policy.	New policy
Spring 2019	Paternity & Adoption Policy	Increased reference to adoption rights and removal of references to male/female.	New policy

Part 6: Our equality objectives

The Equality Act 2010 requires us to publish one or more specific and measurable equality objective. We aim to address areas where we need to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

Equality objective 1:

To further enhance the teaching of issues of equity, diversity and inclusion

Progress we are making on this objective:

- Engagement with the local community
- Collaborative work with West Berkshire local authority on collective response to improve teaching across all schools
- Celebrating Black History Month
- Monitoring of incidents on the racist log

Equality objective 2:

To make effective use of the Pupil Premium Grant in order to equalise the attainment between disadvantaged students and those who do not qualify for Pupil Premium funding support.

Progress we are making on this objective:

- Creative use of PP funding and impact of strategies measured
- Increased awareness by staff that additional support is available
- The use of the Disadvantaged Students' Charter to provide structure and guidance to all staff in supporting students in receipt of Pupil Premium Grant

Equality objective 3:

To develop further structures to support students with behavioural and emotional issues, including those with SEND, to ensure continued high quality access to learning for vulnerable students.

Progress we are making on this objective:

- Commitment to fully staff provision in Personalised Learning
- Development of Home Education tutor role
- Development of Behaviour and Inclusion Officer role
- Development of Safeguarding and Inclusion Officer role
- Continuation of in-house counsellor
- Mental Health First Aid training for increasing numbers of staff
- Anti-bullying ambassadors established
- Positive relationships with outside agencies to maximize benefit for students

APPENDIX – Employer’s supplement

Part A: Information about the staff demographics

Number of staff employed by the school: **244**

Information on staff by protected characteristics

Race	White British 215 = 88% White Other 19 = 8% Other 8 = 3% Not Recorded 2 = 1%
Disability	19 = 8%
Sex	173 Female = 71% 71 Male = 29%
Age	18-35 years = 60 (25%) 36-50 years = 94 (38%) 51+ years = 90 (37%)
Sexual Orientation	Information not gathered
Religion or Belief	Information not gathered
Gender Reassignment	Information not gathered
Marriage & Civil Partnership	Information not gathered

Commented [K1]: This

Commented [K2]:

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Pregnancy and maternity*	Number of staff
Staff who are pregnant	5
Staff on maternity leave	0
Return to full-time work post maternity leave over the last year (as % of total reaching end of maternity leave over last year) <i>This includes the part-time staff returning to their substantive part-time hours on return.</i>	57%
Flexible working post maternity leave over the last year (as % of total reaching end of maternity leave over last year)	29%
Left post maternity leave over the last year (as % of total reaching end of maternity leave over last year)	14%

*Data from 2 Sep 2019 – 1 Sep 2020

Sensitive information on some staff with protected characteristics

We currently do not collect information from employees in relation to some protected characteristics, such as **gender reassignment** and **gender identity**. However, the School is supportive of staff who have undergone or are going through gender reassignment and will work with them to ensure that their needs are met.

Part B: Further Equality information

This section remains confidential

Information about recruitment, retention, training, performance assessment, promotion, disciplinaries, redundancy and leavers

All vacancies continue to be advertised to all staff. Application forms ask for skills, experience and qualifications and all personal data (other than surname) is removed and is not available to the short listing and interviewing panels. Interview questions are all based on skills, experience and qualifications only.

Training opportunities are available to the whole school community.

Exit interviews are reviewed and none have expressed concerns connected with a protected characteristic.

The school is keen to support staff with disabilities and has put a number of reasonable adjustments in place.

Gender pay gap information.

- The Teacher's Pay Policy is reviewed annually in line with the national School Teachers Pay and Conditions Document.
- The Support Staff Pay Policy is in line with national Local Government pay scales, which since April 2018 through to April 2020 have been weighted at the lower end of the pay scale.
- Gender pay information is published on GOV.UK. Due to Covid19 this data is not required for the March 2019 to April 2020 year.

Grievances, including reported incidences of harassment

Other organisations and groups we have worked with to increase equality of opportunity

What staff have said about equality issues

Feedback to be gathered from staff at the January training day