



CRESTWOOD
COMMUNITY SCHOOL

Equality Policy

Reviewed - May 2024
Statutory Policy
Review Cycle - Annual

Equality Policy

(including Equality Information and Objectives)

Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

For staff and prospective staff, this policy should be read in conjunction with the school's Employment Equality Policy.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to:

- Age
- Disability
- Gender reassignment
- Race
- Sex
- Maternity and pregnancy
- Religion or belief
- Sexual orientation; and
- Marriage and civil partnership

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

School Context

Crestwood Community School is a mixed Local Authority Maintained secondary school in Eastleigh, Hampshire, providing education to children aged 11 to 16 years.

We operate from two campuses, Shakespeare Road and Cherbourg Road, admitting Year 7 to 11. Our maximum school capacity is 1,500. We have two resourced provisions supporting children with Specific Learning Difficulty (SpLD) and Social, Emotional and Mental Health (SEMH). Both sites are Crestwood Community School, with the two sites named the Cherbourg Campus and Shakespeare Campus. We are known as #Crestwoodfamily.

We have been operating as a split site campus school since 2016. Both sites have had significant development.

Our dual sites provide, however, the family, personal and caring feel that has become Crestwood's trade mark. We pride ourselves in the close relationships we have made with our students, parents and community. Our Ofsted in February 2024 stated "The School offers a welcoming and caring community".

Principles

To fulfil our legal obligations, we are guided by a number of principles.

1. All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their sex

- Whatever their gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age
- Whether or not they have a connection with the forces community
- Whether or not English is their first language

2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we understand that reasonable adjustments may need to be made.
- Sex – we recognise that girls and boys, men and women have different needs.
- Gender reassignment – we recognise an individual has the protected characteristic of gender reassignment if they are proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning their sex by changing physiological or other attributes of sex.
- Religion and belief – we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with.
- Ethnicity and race – we appreciate that all have different experiences as a result of our ethnic and racial backgrounds.
- Age – we value the diversity in age of our school community.
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference.

- Marriage and civil partnership – we recognise that individuals in our community may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have.
- Pregnancy and maternity – we believe that individuals in our community should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

5. We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at

school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities.

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

Application of the principles within this policy statement:

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies

- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

Date approved by the Governing Body: October 2023

Date for policy review: October 2024

Equality Information

We maintain confidentiality and work to the principles set out in the General Data Protection Regulations (GDPR) to protect personal data. We publish information in a way so that no student or staff member can be identified.

Pupil Related Data

Information	Evidence and Commentary												
Attainment by gender 2022-23	<table border="1"> <thead> <tr> <th>DfE Performance Measure</th> <th>Girls</th> <th>Boys</th> </tr> </thead> <tbody> <tr> <td>Attainment 8</td> <td>42.1</td> <td>42.9</td> </tr> <tr> <td>English and maths Grade 5+</td> <td>30%</td> <td>33%</td> </tr> <tr> <td>English and maths Grade 4+</td> <td>60%</td> <td>59%</td> </tr> </tbody> </table>	DfE Performance Measure	Girls	Boys	Attainment 8	42.1	42.9	English and maths Grade 5+	30%	33%	English and maths Grade 4+	60%	59%
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Attendance by gender 2023-24 2022-23	<p>For 2023-24: Girls 54.35% have over 99% attendance Boys 60.42% have over 99%</p> <p>For 2022-23: Girls 8.48% had over 99% attendance Boys 12.34% had over 99% attendance</p>												
Participation in the student council by race 2022-23	<p>5% of the student council is BAME 95% of the student council is White British This is broadly reflective of the school community</p>												
Participation in After School Clubs as of Sept 2023	<p>99% of pupils attending After School Clubs are not disabled and 1% of pupils attending are disabled. This is broadly reflective of the school community.</p>												
Headteacher Awards by gender 2022-23	<p>Percentage of pupils receiving Bronze Awards: 85% Girls; 75% Boys Percentage of pupils receiving Silver Awards: 70% Girls; 50% Boys Percentage of pupils receiving Gold Awards: 65% Girls; 20% Boys</p>												

Staff data

Information	Evidence and Commentary
Gender of workforce as at June 2023	70% of our workforce are female and 30% are male
Race distribution of workforce as at September 2023	The school does not collect data regarding race and currently has no mechanism to engage with this group
Applications by gender 2022-23	73% of our applicants are female and 27% male
Starters by gender 2022-23	48 staff started at the school in the last year, 19 male and 29 female. This is within norms and understandable given the gender representation in the workforce.
Leavers by gender 2022-23	50 staff left the school in the last year, 16 male and 34 female. This is within norms and understandable given the gender representation in the workforce.
Sexual orientation	The school does not collect data regarding sexual orientation of staff and currently has no mechanism to engage with this group.

Other Information

Governor representation as at September 2023	42% Male, 58% Female
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Qualitative information

The school has published various policies on the school's [internet site](#). These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

Date of publication of this appendix: October 2023

Date for review and re-publication: October 2024

Equality Objectives

Governors recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under 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

We routinely consider how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, sex, gender re-assignment, age, pregnancy and maternity, marriage and civil partnership, religion or belief and sexual orientation).

Through involving staff, pupils, parents and others in the following actions (the “stated actions”) -

- Tutor time discussions with students
- Student voice activities
- School council
- Parent surveys
- Parent voice through discussions with our pastoral and mental health teams
- Staff survey
- Contact with parents representing pupils with particular protected characteristics
- Contact with the local community and disability organisations
- Meetings with key partners who support families in our community
- Parent complaints

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

- Improving attendance, behaviour and consistency as a whole school objective
- Improving attainment in English and Maths to ensure all students have the best chances for future success
- Ensuring HPA students are sufficiently challenged

Governors will -

- Have training on unconscious bias in order to be better placed to direct next steps
- Require the school to present baseline data in relation to the stated actions and objectives to understand how well we achieve the aims

Date of publication: October 2023

Date for review and re-publication: October 2024