



EQUALITY INFORMATION – 2023 - 2024

Term of statement: Updated annually

Published: Spring 2024 for 2023-2024

Date ratified: BoT 5.2.25

Next Review Date: Summer 2025

Author: S. Subra

Online location: SharePoint folder: Policies

Introduction

This document replaces any previous document and follows the DfE regulations.

As part of our commitment to meet the Public Sector Equality Duty (PSED) we are required to have due regard to the need to eliminate discrimination and advance equality of opportunity and foster good relations. We have carefully considered the impact of this policy on equality. The school will ensure that this policy is applied fairly to all employees and does not have a negative impact on students or staff with protected characteristics; race, sex, religion and belief, sexual orientation, age, disability, gender reassignment, marriage and civil partnership and pregnancy and maternity.

Contents

1. Equality Information and Objectives statement	4
2. Information about the student population (Autumn 2023)	4
2.1 Age	4
2.2 Special Educational Needs and Disability (SEND)	5
2.3 Exclusions.....	7
2.4 Gender	7
2.5 Ethnicity and Race.....	8
2.6 Religion or Belief	9
2.7 Gender Reassignment.....	10
2.8 Sexual Orientation	10
2.9 Marriage and Civil Partnership.....	10
2.10 Pregnancy, Maternity and Paternity	10
2.11 Disadvantaged pupils	10
2.12 Children Looked After (CLA).....	10
2.13 Equal Opportunity Incidents	11
3. Information about the Staff population (Autumn roll SIMS 2023)	11
3.1 Age – HR.....	12
3.1 Disability	13
3.2 Gender	13
3.3 Religion or Belief	13
3.4 Ethnicity and Race 2023-24	14
3.5 Gender Reassignment.....	15
3.7 Marriage and Civil Partnership	15
3.8 Pregnancy, Maternity and Paternity.....	15
4. Equality Objectives 2023/24	16

1. Equality Information and Objectives statement

As part of our commitment to meet the Public Sector Equality Duty (PSED) we are required to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations. At Rooks Heath School we are committed to providing equality of opportunity for all members of the school community including those with protected characteristics; race, sex, religion or belief, sexual orientation, age, disability, gender including gender reassignment, marriage and civil partnership status and pregnancy and maternity, having or not having dependants or.

2. Information about the student population (Autumn 2023)

The number of students on roll at Rooks Heath School is **1204. (Autumn Census 2023)**

2.1 Age

The school roll is **1192** and includes students from age 11 (Year 7) to age 19 (Year 13). There are 1046 in year groups 7-11 and 146 in the Sixth Form. (Autumn Census 2023)

Age in years	Total	Percentage
11 yrs	61	5.11%
12 yrs	206	17.28%
13 yrs	194	16.27%
14 yrs	212	17.78%
15 yrs	219	18.37%
16 yrs	174	14.59%
17 yrs	77	6.45%
18 yrs	47	3.94%
19 yrs	2	0.16%

2.2 Special Educational Needs and Disability (SEND)

SEND area	Number	% of School population
SEND K (support)	130	10.8%
SEND E (EHCP)	38	3.1%
Physical Disabilities	7	0.58%
Hearing Impairments	1	0.08%
Visual Impairments	2	0.17%
Unspecified other physical disabilities	13	1.08%
Monitored for unidentified SEND needs	62	5.2%

Physical and Medical Needs/Disabilities:

The school is not yet fully accessible for students with significant physical disabilities that require mobility provision. The school does have a lift in one part of the building and ramps to allow disability access to some parts of the school. Progress has been made and this can be tracked through the [Accessibility Plan \(2020-2023\)](#).

In addition to the above, the school has several students with identified medical needs, such as sickle cell disease, diabetes, epilepsy, heart disease, asthma, eczema and other allergies. The Learning Support Department and the Welfare Department work closely to address the needs as many overlap. Joint training takes place involving both departments to make sure they are updated on how best to carry out student care plans

Special Educational Needs and Other Disabilities:

Students on the SEND register have identified needs including ASD, ADHD, SEMH, MLD, SLCN and SPLD, for whom provision under the 2014 SEND Code of Practice is implemented, around the 'Assess, Plan, Do and Review' cycle. When required and accessible, support and advice from external agencies is sought, including support from the Children's Sensory Team, Harrow Educational Psychology Service, Speech and Language Therapy Service, Occupational Therapy, Physiotherapy, Specialist Advisory Teacher for children with ASD and the Centre for ADHD and Autism. The Safeguarding Team liaise closely with the SENCo, the Welfare Department and the Learning Development Department to ensure a cohesive approach for all students with Child Protection or Child in Need plans and for Looked After Children, as recommended under the 2014 SEND Code of Practice.

Disability	Total	Percentage
ASD/Asperger's	3	0.24%
Communication	1	0.08%
Hand Function	1	0.08%
Learning	1	0.08%
Vision	3	0.25%
No Disability	2	0.16%
Not Collected	20	1.66%
None	1174	97.58%

The school prides itself on being an inclusive school and every effort is made to ensure accessibility to the in-lesson curriculum, out-of-school activities and extra-curricular clubs. The Learning Support Department is fully active in all aspects of school life through supporting lessons, homework clubs and unstructured time. Staff may also accompany out of school activities, encouraging and enabling the participation of all students as a result.

To reduce the attainment gap between students with SEND and those without SEND, Rooks Heath staff regularly plan and implement research-based, time-limited interventions. Some of these interventions include Catch Up Literacy, Catch Up Numeracy, Flash Academy and Growth Mindset. Similarly, wellbeing support through friendship support, trainee social workers, mentoring and mindfulness groups helps to prepare students for learning by removing barriers. Time away from the classroom is minimised to

prevent loss of learning. Strong communication between the Learning Support Department and curriculum departments ensures links between interventions and class work.

Achievement: The progress score of students with SEND compared with all students across the cohort is -0.44 (Source: ASP School performance summary 2022-23). The national average P8 score for SEND students is -0.03 (Source National data from gov.uk). Students that are on an EHCP have a national progress 8 score is -0.03. Students at Rooks Heath on an EHCP plan for the 22/23 cohort had a progress 8 score of -1.58. The national figures for progress of students with SEND show that they are disadvantaged in comparison to their peers without SEND. Rooks Heath continues to work towards narrowing the gap between students with and without SEND.

2.3 Exclusions

Suspensions are always the last option after exhausting all other provision that a mainstream secondary school can reasonably offer. Challenging behaviour is often an indicator of an underlying special educational need and therefore additional support is allocated to students struggling to adhere to school policies. This often includes an assessment completed by the Educational Psychologist with parental consent to identify areas of need.

The school endeavours to avoid permanent exclusion wherever possible for children with an EHC Plan. At an annual review the team around the student will review whether a mainstream secondary school is the appropriate setting for the individual student. There have not been any permanent exclusions for children with significant SEND.

Fixed term suspensions in the in 2022/23 shows a split amongst males and females. Girls account for 54 suspensions and boys for 93 suspensions.

Fixed term suspensions in 2023/24 shows a split amongst males and females. Girls account for 23 suspensions and boys for 80 suspensions.

There have been two permanent exclusions which have been upheld for two Male students. No female students have been permanently excluded for the academic Year 2023/24

2.4 Gender

Gender		
	Number	Percentage
Male	644	54.02%
Female	549	46.05%
Sexual Orientation and Gender Reassignment		
There is one female who identifies themselves as Male.		

- In 22/23, 151 students (74.8%), 88 female (82%) and 62 male (70%), were entered for the EBACC. 49 females achieved a standard pass and 31 achieved a strong pass. In comparison, 25 males achieved a standard pass and 14 achieved a strong pass.
- The Progress 8 score for male and female students for the 22/23 cohort shows a significant gap between boys' and girls' achievement. Males had an overall progress score of -0.12 and girls had an overall of 0.26.

2.5 Ethnicity and Race

Student ethnicity: these are the highest ethnic groups based on 1192 (as of 21/05/24) overall students for the current academic year

Ethnicity	Total	Percentage
Bangladeshi	11	0.92%
Black - African	112	9.39%
Black Caribbean	45	3.77%
Chinese	4	0.33%
Gypsy/Roma	6	0.5%
Indian	150	12.58%
Pakistani	48	4.02%
White - British	62	5.2%
White - Irish	2	0.16%
White and Asian	13	1.09%
White and Black African	8	0.67%
White and Black Caribbean	21	1.76%
Information Not Yet Obtained	1	0.08%
Any other Asian background	331	27.76%
Any other Black background	13	1.09%
Any other White background	192	16.1%
Any other ethnic group	75	6.29%
Any other mixed background	65	5.45%

In 2023-24, the school has 54.16% boys and 45.83% girls.

64.66% of our students have English as an additional language (EAL), with 66 different first languages.

Academic Year 2022/2023 out of 1145 students:

	Girls	Boys	Total
Any other Asian background	149	164	313
Any other White background	75	90	165
Black - African	68	69	137
Indian	60	45	105
White - British	37	58	95

The school had 53.28% boys and 47.71% girls.

59% of our students had English as an additional language (EAL), with 67 different first languages.

Progress 8 in 2022-23 was significantly higher for students with EAL at +0.17.

2.6 Religion or Belief

- The student body includes members of a wide range of religions and none. The school collects and holds this information when it is supplied by parents/carers on admission (optional).

The figures for the academic year 2023-24 are as follows:

Religion	Total	Percentage
Muslim	456	38.25%
Christian	323	27.09%
Hindu	223	18.7%
Buddhist	18	1.51%
Sikh	13	1.09%
Refused	27	2.26%
No Religion	92	7.71%
Other Religion	21	1.76%

- Rooms are available for prayers during lunchtime, and before/after school hours if required.
- The School's dress code is designed to be sensitive to the requirements of all religions except full face veils.

2.7 Gender Reassignment

- No data was collected or held by the School about gender reassignment in the student population, unless specifically requested by a parent/carer or student.
-

2.8 Sexual Orientation

No data was collected about sexual orientation in the student population, unless specifically requested by a parent/carer or student.

2.9 Marriage and Civil Partnership

No data was collected about parents'/carers' marital status, apart from the titles and names given for home contacts and information about whether letters home and reports are to be sent to two addresses, unless specifically requested by a parent/carer.

2.10 Pregnancy, Maternity and Paternity

The School is aware of specific challenges and barriers faced by expectant students and works to provide sensitive and appropriate support and continuity of education for pregnant students.

2.11 Disadvantaged pupils

- Students with FSM = 31.62% as at May 2024.
- The progress of disadvantaged students was slightly below the national average which is at 0.17 nationally vs -0.29 for Rooks Heath school in 2022-23.

2.12 Children Looked After (CLA)

- There are currently 5 children looked after on roll. 2 in Year 8, 1 in Year 10, 1 in Year 11, 1 in Year 13.
- Fixed term suspensions: Looked after children are under-represented.

2.13 Equal Opportunity Incidents

- The School records and acts upon all incidents which contravene the Equal Opportunity Policy. In the academic year 2018/2019 there were 55 such incidents.
- In the academic year 2019-2020 there were 27 such incidents recorded of which 7 were deemed serious enough for an exclusion (5 internal, 2 external). The split of the 7 incidents was 3 racist, 3 homophobic, 1 sexist.
- In the academic year 2020-2021 there were 9 such incidents, 8 internal and 1 external, 5 homophobic incidents, 2 racist and 2 recorded as other prejudicial behaviour.
- In the academic year 2021-2022 there have been a total of 31 incidents 6 abusive, 10 homophobic, 12 racist, 2 sexist and 1 as other prejudicial behaviour.
- In 2022/23 there have been a total of 51 incidents. The breakdown is as follows:

- 8 Sexual Harassment/harmful sexual behaviour, 6 prejudicial behaviour, 1 Sexual orientation-homophobic bullying, 32 bullying incidents.

The occurrences show that males have been responsible for majority of incidents

Males	30
Females	21

- In 2023/24 there have been a total of 28 incidents to date (3/6/24), 25 of these have been from males and 3 from females

Discriminatory behaviour	6
Homophobic behaviour	2
Racist behaviour	13
Sexist behaviour	7

The breakdown of contraventions by ethnicity for 2023/24 for these 28 incidents are as follows:

Any other Asian background	6
Any other mixed background	2
Any other White background	6
Black - African	3
Indian	4
Refused	2
White - British	2
White and Asian	2
White and Black Caribbean	1

Internal suspensions were used to sanction all students that have been involved in incidents. The following table shows the number of students that have contraventions broken down by SEN (Special Educational Needs) and pupil premium status.

Not Pupil Premium	18
SEN Monitoring	3
K	4
No SEN Status	11
Pupil premium Students	10
SEN Monitoring	1
K	3
No SEN Status	6

3. Information about the Staff population (Autumn roll SIMS 2023)

Rooks Heath School is part of the Tithe Academy. The Tithe Academy Central Staff are primarily based at Rooks Heath. The total number of staff employed at Rooks Heath School is 165. Our staff are employed in one of the following groups:

- Teaching Staff (84) 1x Central Staff
- Associate Staff (81) 15 x Associate Staff
-

3.1 Age

Age Range	Teaching Staff		Teaching Staff		Associate Staff		Associate Staff	
	2022 / 2023		2023 / 2024		2022 / 2023		2023 / 2024	
	No.	%	No.	%	No.	%	No.	%
>=20	0	0.0	0	0.0	0	0.0	1	0.6
21-30	16	9.5	19	11.5	11	6.5	10	6.1
31-40	23	13.7	22	13.3	17	10.1	10	6.1
41-50	18	10.7	16	9.7	19	11.3	26	15.8
51-60	18	10.7	15	9.1	28	16.8	28	16.9
61-70	11	6.5	12	7.3	7	4.2	6	3.6
71-80	0	0.0	0	0.0	0	0.0	0	0.0
Total	86	51.1%	84	50.9%	82	48.9%	81	49.1%

3.2 Disability

The school is currently aware of 1 member of staff with a disability.

3.3 Gender

	Male 2022/2023 (%)	Male 2023/2024 (%)	Female 2022/2023 (%)	Female 2023 / 2024 (%)
Teaching Staff	13.7	21	37.5	63

Associate Staff	10.1	14	38.7	67
Of Total Staff population	23.8%	35	76.2%	130

3.4 Religion or Belief

The staff includes members of a wide range of religions and none. The school does not routinely collect or hold this information, unless specifically requested by a member of staff.

The school's absence policy allows time-off without pay for major religious observance days.

3.5 Ethnicity and Race

The ethnic breakdown of staff is shown below:

Ethnicity	Teaching Staff 2022/2023	Teaching Staff 2023/2024	Associate Staff 2022/2023	Associate Staff 2023/2024
Any other ethnic background Count	1	1	4	5
Asian or Asian British, Any other Asian Background Count	11	9	6	6
Asian or Asian British, Bangladeshi Count	2	2	2	1
Asian or Asian British, Indian Count	8	9	10	11
Asian or Asian British, Pakistani Count	7	6	2	2
Black or Black British, African Count	7	6	1	1
Black or Black British, Caribbean Count	4	3	4	4
Chinese Count	1	2	2	3
Did not wish to be recorded Count	1	1	5	3
Mixed White and Asian Count	3	3	1	1
Mixed, any other mixed background Count	1	2	2	1

Mixed, White and Black African Count	0	0	0	1
Mixed, White and Black Caribbean Count	1	1	2	2
White, any other White Background Count	8	7	3	4
White, British	31	32	38	32
White, Irish	0	3	0	4
Total	86	84	82	81

3.6 Gender Reassignment

Data about gender reassignment in the staff population was collected but not recorded by the school unless specifically requested by a member of staff.

3.7 Sexual Orientation

Data about sexual orientation in the staff population was collected but not recorded by the school unless specifically requested by a member of staff.

3.8 Marriage and Civil Partnership

The School's Leave of Absence policy allows time-off with pay for marriages and civil partnerships.

No data is collected or held by the school about the marital status of members of staff, apart from the titles and names given on application forms and emergency contacts, unless specifically requested by the member of staff.

3.9 Pregnancy, Maternity and Paternity

The school operates policies for maternity leave, paternity leave and flexible working. Applications have been made under these policies in the past year as shown below:

Item:	No. of staff Sept 2022 / Aug 2023	No. of staff Sept 2023 / Aug 2024
Taken maternity leave	3	0
Still on Maternity	2	3
Returned from maternity leave	3	4
Taken paternity leave	1	0
Returned following paternity leave	1	0
Requested flexible working (reduced hours) and granted	0	3
Requested flexible working (increase hours) and granted	1	0

Increased from term time to full time	0	0
Requested extended leave and granted	2	2

4. Equality Objectives 2023/24

Context:

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
209	207	207	223	212	75	71

- Most year groups are at full capacity.
- Measures taken to implement the new behaviour for learning policy and the development of On TRACK values (Teamwork, Resilience, Achievement, Creativity and Kindness) together with a focus on culture and ethos. The impact of this has been a significant larger number of positive points over negative points.

Positive Points	105,253
Negative Points	29,098

- The School has 53.28% boys and 47.71% girls.
- Whilst efforts have been made in reducing suspensions, there have been a number of suspensions in the 2nd half of the winter term 2022/23, some key changes and expectations have been introduced to ensure that students are held to a high account and followed through consistently. Specific incidents have had multiple pupils involved; this has contributed to the larger volume of recorded suspensions.
- Suspension data across the different ethnic groups highlight AOTH as having higher levels of suspension than other ethnic groups.

Suspension Data															
	AIND	AOTH	BAFR	MOTH	MWAS	MWBC	OOTH	REFU	WBRI	WOTH	WR OM	APKN	BCRB	MWBA	
Male	3	15	2	1	2	3	5	2	3	9	3				48
Female				2					2	4		1	4	4	17
															65
Year	7	8	9	10	11	12	13								
Male	6	7	5	17	13			48							
Female		10		1	5		1	17							
								65							

- Achievement for the last academic year (2022-23): Overall Progress 8 is 0.00.
- The school is ambitious for its students and strongly encourages take up of the suite of subjects which contribute to gaining the EBACC qualification. 77% of students sit for the EBACC.
- Attendance to school has consistently been above the national average throughout the pandemic and beyond. The school is now in the top 25% nationally for attendance.

Objectives:

Objective 1: Undertake an analysis of recruitment data and trends regarding race, gender and disability annually, and report on this to the Audit & Risk Committee of the Board of Trustees.

Objective 2: Train all members of staff and Trustees involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective: To ensure our recruitment processes are rigorous and select the most suitable candidates for the school whilst seeking to employ a diverse and representative workforce.

To achieve this objective, we plan to: Ensure all staff completing interviews have been trained on “Safer Recruitment”.

Progress we are making towards this objective: We ensure a consistent approach to all interviews and that all staff who lead interviews have completed the Safer Recruitment training. Furthermore, interview processes have been Quality Assured by the HR to ensure equality is promoted. We scheduled in CPD for all staff from a senior staff member from a collegiate school who has successfully delivered training on equalities and protective characteristics.

Objective 3: Increase the representation of teachers from local black and minority ethnic communities over a 4-year period (from this July to July in 4 years' time), so that this group increases from 10% to 25% of the teaching workforce.

Why we have chosen this objective: Our school is a vibrant diverse community where students from a variety of different backgrounds are represented. Increasing the number of teachers from black and minority ethnic communities will reflect the student population, allowing our students to find role models in teachers who represent their communities. It also enables us to educate staff to better understand the needs of the students. We will have a greater range of perspectives and knowledge that will enable us to provide even better care and serve our diverse community. For instance, Muslim teachers can provide vital information on how to meet the needs of Muslim students who choose to fast in the month of Ramadan, ensuring their wellbeing as learning continues.

To achieve this objective, we plan to: provide enhanced EDI training for managers at all levels, training and development, improve both cultural awareness and managerial training. Elaborate on the existing unconscious bias training and/or (as literature suggests) develop a bespoke cultural awareness training package, structured through lived experiences of RHS staff.

Progress we are making towards this objective: We have maintained a balance across the range of ethnicities in our staff community, which is representative of our student community.

Objective 4: To ensure that student attendance is sustained at or above the national average.

Why we have chosen this objective: Being in school is vital for a student's wellbeing, academic achievement as well as their personal development. There is evidence to suggest that regular school attendance is a key mechanism to support children and young people's educational, economic and social outcomes. Schools can facilitate positive peer relationships, which contributes to better mental health and wellbeing. Attendance at school is crucial to prepare young people for successful transition to adulthood, and to support their longer term economic and social participation in society. There is also evidence that the students with the highest attendance throughout their time in school gain the best GCSE and A level results. (DfE, 2023)

To achieve this objective, we plan to: To address this objective we have continued with our strategy to improve parental engagement. Coffee mornings have been conducted with all year groups to support the students with significant issues around their attendance. These will continue to be a regular feature of our strategy.

Progress we are making towards this objective: We have employed a part time member of staff who supports the daily admin tasks including contacting parents and dealing with absence messages. There is 3-tiered warning letter system in place which is used to progressively notify parents including penalties. We have also introduced a competition within each year group which sees the winning form group with the most improved attendance receiving a form group privilege pass for lunch on a weekly cycle. This is accompanied by a large display which is updated regularly with the winning groups. This is to move towards a more incentivised and positive mindset approach in relation to pupil's attitudes towards attendance. **#attendanceistrending**. As a result, we are now in the top 25% of schools nationally.