



Annual Equality Report for Greenhill School  
April 2016

Published 1<sup>st</sup> April 2016

Produced with support from



## Report Aims

This report is to describe the work that has been undertaken in our school to promote equality and tackle discrimination over the *previous* academic year. Due to academic years running differently to standard business/financial reporting periods we are unable to report on the current academic year – to do so would mean reporting on only four months' progress. Therefore, this report contains information relating to the 2014-15 academic period. The only exception to this is the final section, a staff data report which is based on the most up to date staff data available.

As a school we are committed to the principles of equality for all and the need to promote equality by planning to make equality happen over and above tackling discrimination when it arises.

This report is just a small part of demonstrating our dedication to ensuring our services to pupils and parents are equitable and that our staff are treated equally as well as working to promote equality themselves.

Over the coming pages we have attempted to report how we as a school have planned to

1. Tackle discrimination, harassment and victimisation against people from different protected characteristics
2. Promote equality of opportunity and outcome between people of different protected characteristics
3. Foster good relations between people of different protected characteristics

Our report also describes if and where we have used equality data and information in planning our equality objectives and if and where we have used that data to assess the impact of our policies and practice. It contains progress updates for the equality objectives from our Strategic Equality Plan year relating to teaching pupils, managing the school and training staff during the 2014-15 academic year.

*Section one* contains an introduction and includes information relating to how we collect equality data in school. This section describes how useful we feel our equality data and information has been in developing objectives and assessing the impact of our policies and practice.

*Section two* describes some of the work done to promote Equality and tackle discrimination during the 2014-15 academic year.

*Section three* is a statutory report containing certain staff equality data relating to recruitment and selection, including salaries.

## Section 1 – Introduction

Greenhill is a Special School where all our pupils have statements of special educational needs in relation to their social, emotional and behavioural difficulties. Many pupils have specific learning difficulties that may include dyslexia, dyspraxia or attention deficit hyperactivity disorder. A small percentage of pupils also have particular medical needs.

With this in mind our entire ethos is one of inclusion and equality and the majority of the management of the school and the teaching and learning within it would be considered as Positive Action for Disabled pupils. Although we had taken note of, and acted on, guidance from an Equality Consultant and implemented many aspects of the requirements of the Equality Act 2010, we had not until recently drafted our Strategic Equality Plan (SEP) as we had considered that our policy and practice were sufficient in terms of demonstrating our clear and demonstrable commitment to equality for all.

As we have developed our practice in the years since the Act has been in force we can go further to be fully mindful of both the letter and spirit of the legislation. With that in mind we have now begun the process of drafting a SEP which outlines a range of objectives and tasks demonstrating our plans to promote equality and tackle discrimination across the full range of protected characteristics.

This report covers the 2014-15 period and our actions contained within our SEP which was the first year we had drafted a SEP that had clear, targeted objectives relating to all of the protected characteristics across the full range of General and Specific Duties within the Equality Act.

There is a historic imbalance in terms of data held within the school. For example, we have lots of data relating to **pupils'** Genders, Ethnicities. We also collect information on pupils' language. However, we rely on SEN/ALN data of pupils rather than Disability and allow parents to define the pupils Religion or Beliefs at enrolment rather than allowing pupils to define this for themselves.

Although we have this equality information as it applies to pupils we found that we have very little data on **parents** relating to these protected characteristics, as we have not previously been required to collect this data for purposes of PLASC or through admissions forms. Additionally, we have very little information relating to the protected characteristics as they apply to **staff** because equality monitoring of application forms has not historically collected this information.

However, over the past year we have started to collate data through the introduction of

new admissions forms and the circulation of equalities monitoring forms for staff and we aim to make this process more robust over the coming year so that the data we collect is representative and informative.

Our monitoring of incidents in schools has historically only been undertaken in terms of racist incidents. Although we have an excellent staff who would of course challenge other types of incidents such as homophobic and disablist incidents, and although we have a truly inclusive ethos at the school, we did not hold data on other types of incidents in the same way as with racist incidents. This has historically been due to the fact that we comply with the previous LEA racist incident monitoring system but we have recognised the need to develop this in our current SEP and we are now able to identify any equalities based incidents.

We have not advertised any substantive posts in 2014/15 due to budget restraints and exceptionally low staff turnover. Therefore, in this report we are unable to report on the equalities aspects of our employment over the past twelve months.

## Section 2 – Progress of Our Objectives

As discussed above we have reviewed our SEP in 2014 and we have in place clear, specific targets and tasks detailing exactly how we will implement the Equality Duties in our current SEP.

Our progress in relation to our chosen Strategic Equality Objectives is summarised below:

1. Reduce Gaps in attainment and attendance between pupils from protected groups

### **Progress in 2014/15**

- *Our data and tracking systems now enable us to track the progress of particular groups of learners.*
- *Our KS4 attainment data shows that FSM learners do significantly better than non-FSM learners across all protected groups.*
- *Our attainment data shows that learners with SPLD do well in relation to prior attainment data.*
- *Our attainment data shows at KS4 a small number of learners with profound medical needs do less well than other groups of learners and we are working with the local authority to improve education health care planning to address this.*
- *Our attainment data shows the attendance of younger learners is better than older learners and we are aware of a number of factors that affect this and governors, staff and the Attendance Officer are working to address this.*

*However, as the size of the school is so small and groups of learners vary considerably each year we must exercise caution when trying to identify trends.*

2. Develop the quality and use of our Equality Monitoring and Data Collection
  1. To amend our enrolment form to better collect useful equality information on parents.
  2. To expand our monitoring of race related incidents to record and report a wider range of bullying including anti-disabled, homophobic and transphobic, sexist and bullying based on religion or belief.
  3. Equality Impact Assess all policies due for review during (the lifecycle of this Strategic Equality Plan).

### **Progress in 2014/15**

- *The whole school behaviour tracking system has been updated to the Identity based monitoring system, so that incidents can be tracked by type e.g. racist, homophobic etc.*
- *Our enrolment form was updated in 2014 and Equality Information on Parents/Carers is now available.*
- *Equality questionnaires were completed by staff in the spring of 2015 – although there was reluctance from many staff to provide this.*
- *SLT and a governor attended Equalities training in April 2015.*
- *Staff Equalities training was provided in July 2015.*
- *The Headteacher attended PREVENT training in the summer term 2015. The local safeguarding team delivered PREVENT to staff in September 2015.*
- *Key policies have been Equality Impact Assessed [EIA] and as a result of the EIA of key policies our practice has improved for example the original requirement to put a complaint in writing has been replaced and a member of staff will record the complaint in writing if required.*
- *Awareness of Equalities related policies amongst SLT has been raised and policies are now more accessible to all.*

*All policies are accessible electronically and paper copies can be provided on request. Where it is known that staff identify with protected characteristics personal copies of relevant policies are provided for them if required.*

3. Teach and train our pupils, staff and governors about the principles and practice of equality, diversity and anti-discrimination.

### **Progress in 2014/15**

- *Staff completed equality questionnaires in the spring of 2015.*
- *SLT and a governor attended Equalities training in April 2015.*
- *Staff Equalities training was provided in July 2015.*
- *The Headteacher attended PREVENT training in the summer term 2015. The local safeguarding team delivered PREVENT to staff in September 2015.*
- *Key policies have been Equality Impact Assessed [EIA].*
- *Learners and staff participated in IDAHO and wore purple and an assembly focused on diversity.*
- *Humanities lessons focused on Black History Month.*
- *Signposting information has been provided for individual learners.*
- *Training has been provided for staff and learners have participated in equalities based events.*
- *We need to continue to develop curriculum materials relating to protected characteristics and invite more speakers / visitors to talk about protected characteristics as part of assemblies or themed days.*

Equalities training for new staff needs to be planned as part of our induction programmes.

*Evidence is being gathered towards accreditation through the Inclusion Quality Mark.*

Although they were not detailed in our SEP there has in fact been a wealth of teaching and learning as well as management practice in regards equality and diversity in the school during 2014-15. Examples of this include:

- We used funding from 'Happy Days' to enable a Zulu music group to perform live at Greenhill. The performance included opportunities for learners to participate, playing a variety of instruments and joining in with the vocals / singing. Learners were able to learn about different cultures and language through our guests joining us for lunch and opportunities to meet our guests during the afternoon.
- We ensured that our vocational courses include non-stereotypically male career or skills options such as classes in cooking and hair and beauty. This has included weekly 'Families Cooking Together' sessions where family diversity is recognised and celebrated.
- A range of visiting speakers and guests have played a part in the delivery of the wider curriculum over the year and have attended assemblies, lessons and events. Examples include Joel from Big Brother, local historians, mountaineers who have climbed Everest and local residents in particular our close neighbour

### **Section 3 – Additional Information**

In addition to the progress reported on above, Greenhill has achieved Investors People Bronze Award in November 2014.

We look forward to reporting more on a range of equality objectives with actions relating to all of the protected characteristics defined in the Equality Act in our next Annual Equality Report a year from now.

## Section 4 - Employment Data

We do not currently have equality data on our current staff and we had no applicants for jobs during the 2014/15 period. We have an action to carry out equality monitoring of current staff in our new SEP.

Below are the salary details of our current staff group.

Pay Scale	Male (percentage or figure)	Female (percentage or figure)
Grade 4 and below £13,871-£19,742	3	6
Grade 5 £19,742-£22,937		1
Grade 6 £22,937-£27,123	1	2
Main scale £22,023-£32,187	2	
Upper pay spine £34,689-£37,496	7	
Leadership scale 6-10 £43,232-£47,750		1
Leadership scale 12-16 £51,119-£55,398	1	
Leadership scale 18-24 £58,096-£67,290		1