



# PUDSEY GRAMMAR SCHOOL

EST.1905

## Equalities Policy 2022-2023

Signed:

Date approved: 23<sup>rd</sup> June 2022

Date of review: June 2023

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## 1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it

Our ethos, values and policies across the school ensure that we meet these criteria. The following report provides further details of our school characteristics and our equality objectives.

Pudsey Grammar School is a large 11-18 secondary school, located in Pudsey with **1337** students. A summary profile of students can be seen below:

At 13Jun22

Year Group	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13		Total	
<b>Total</b>	217		239		197		220		217		131		116		1337	
<b>Female</b>	115	53.0%	112	46.9%	102	51.8%	106	48.2%	109	50.2%	71	54.2%	57	49.1%	672	50.3%
<b>Male</b>	102	47.0%	127	53.1%	95	48.2%	114	51.8%	108	49.8%	60	45.8%	59	50.9%	665	49.7%
<b>FSM</b>	53	24.4%	49	20.5%	40	20.3%	33	15.0%	38	17.5%	12	9.2%	13	11.2%	238	17.8%

At 01Apr22

	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13		Total		% Y7-11
PP	65	30.0%	71	29.6%	61	30.8%	53	24.2%	64	29.5%	0	0.0%	0	0.0%	314	23.5%	26.4%

### Key Pastoral Factors

	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13		All Years	
Free School Meals	18.78%	46	20.30%	41	16.22%	36	18.64%	41	15.35%	31	10.79%	15	8.16%	8	16.42%	218
English as Addl Language	10.20%	25	22.77%	46	11.26%	25	11.82%	26	8.42%	17	6.47%	9	11.22%	11	11.97%	159
Pupil Premium	24.49%	60	33.17%	67	26.13%	58	30.00%	66	24.75%	50	1.44%	2	1.02%	1	22.89%	304
Medical Condition	54.29%	133	53.96%	109	34.23%	76	32.73%	72	40.59%	82	40.29%	56	32.65%	32	42.17%	560
Service Children					0.45%	1	0.45%	1							0.15%	2
In Care	0.41%	1	0.99%	2	0.45%	1	0.45%	1	0.99%	2	0.72%	1	1.02%	1	0.68%	9
Young Carer													1.02%	1	0.08%	1
More Able																
SEN Needs	5.31%	13	9.90%	20	10.36%	23	11.36%	25	12.38%	25	12.23%	17	17.35%	17	10.54%	140
SEN Status	11.84%	29	9.41%	19	5.41%	12	5.91%	13	7.43%	15	4.32%	6	4.08%	4	7.38%	98

## Staff data

	Whole school	Middle Leadership	Senior Leadership
Male	37	6	8

Female	81	12	3
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## 2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

## 3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Principal

The equality link governor will:

- Meet with the designated member of staff for equality and other relevant staff members every **term** to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The Principal will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Support the Principal in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Liaise with the equality link governor every term to raise and discuss any issues
- Support the Principal in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

## 4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September. Staff will be required to read the most recent school Equality Policy, alongside Safeguarding, Child Protection and GDPR documents. They will sign a register to confirm they have done this.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

The school fosters equality and aims to eliminate discrimination by taking every opportunity to promote the school values. This is done in lessons - as they are displayed in every classroom and in student planners - in every weekly assembly and throughout the school day. From September 2021, the school values will be an integral part of the school house system, with students being awarded for demonstrating values and houses competing every year for the five values cups.

### **Our school values**

Respect

Resilience

Integrity

Compassion

Ambition

## **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times and enabling students of all abilities to access the curriculum and every area of the school building)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school activities)

In fulfilling this aspect of the duty, the school will:

- Update and make reference to the school Equal Opportunity Policy
- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## 6. Fostering good relations.

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas.
- Ensuring assemblies take place every week (virtually when appropriate) which promote fostering of good relations and which deal with associated issues. This will also be linked to school values and the role they play in ensuring continued good relations.
- Working with our local community. This includes inviting leaders of local groups to speak at assemblies and PSHE days (when appropriate) It may also involve organising trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. We also have an Anti-Bullying Council and Wellbeing Ambassadors who aim to encourage positive relationships within peer groups. All pupils are encouraged to participate in the full range of the school's co-curricular activities (when appropriate to do so) and these are made accessible to all.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach
- We are aware of the diverse range of student groups and use this data to inform planning to meet these students' needs. See table below:

### **Ethnicity**

Pudsey Grammar School welcomes and celebrates having students from all cultures and ethnicities.

### **English as an additional language (EAL)**

- SJC leads on EAL and drives initiatives as well as supporting students
- EAL students are Identified on Class Charts seating plans to support T&L
- Students are supported to complete exams in their home language subject

At 13Jun22

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
EAL	8	11	19	25	24	12	9	108

## Gender

In Years 7-11, and also in Year 12, there are approximately 50% girls and boys.

## Disabilities

Students with additional needs including those who could be classed as disabled are identified at transition from primary school and are monitored closely by the SENCO, Director of Studies and Year Leaders. We have a care suite, access to a number of disabled toilets and lifts. The student support register and individual pupil profiles contain specific advice and guidance to staff about the needs of these students. We currently have one student in school in a wheelchair.

## Sexual Orientation and Gender reassignment

The school does not collect information on the sexual orientation of students. Were it to be communicated to the school regarding a pupil, it would be recorded in the child's file and confidentiality would be maintained. No data is collated by the school about gender reassignment.

## Religion

At 13Jun22

Row Labels	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Buddhist		1						1
Christian	62	67	61	31	61	45	13	340
Hindu	5	4	2	2	1			14
Jewish			1					1
Muslim	15	23	17	14	8	5	4	86
No Religion	123	140	84	27	68	38	14	494
Orthodox Catholic/Eastern Orthodox					1			1
Other Religion/Faith	4	1	9		2	5		21
Refused Information	1		14	2	1			18
Sikh	4	3	5	5	2	3		22
(blank)	3		4	139	73	35	85	339

## 7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school activity or sale of resources is being planned, the school considers whether this:

- Impacts on any religious holidays

- Is accessible to pupils with disabilities
- Has equivalent access for boys and girls
- Is accessible to all pupils, regardless of cost

The school keeps a record to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

The school is aware of the different groups of students who may be affected by decisions taken by the school and we use this information to inform planning and implementation of any school activity or when resources are made available for purchase. Please see table below:

### Free School Meals

**238** students (17.8%) are known to be eligible for free school meals. The school has a fund to provide financial support for families for items such as uniform, trips and equipment.

### Pupil Premium

**314** students (26.4%) are known to be eligible for Pupil Premium.

#### April 2022

	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13		Total		% Y7-11
PP	65	30.0%	71	29.6%	61	30.8%	53	24.2%	64	29.5%	0	0.0%	0	0.0%	314	23.5%	26.4%

### Attendance

08Sep21 to 27May22 (Year 7 - 11)

Year Group	Present R/C	Auth Absent R/C	Unauth Absent R/C	Late R/C	AEA	Persistent Absentees
	Marks	Marks	Marks	Marks		
Year 7	93.7%	3.5%	2.7%	0.9%	0.3%	16.6%
Year 8	91.2%	4.4%	4.4%	1.6%	0.3%	28.0%
Year 9	88.2%	4.5%	7.3%	2.0%	1.1%	33.0%
Year 10	89.0%	4.5%	6.4%	4.2%	1.1%	34.2%
Year 11	89.0%	4.3%	6.6%	4.5%	0.4%	35.0%

There is a team of attendance officers who monitor this daily. Additionally, in Post-16, attendance is a focus – weekly attendance reports. Post-16 attendance support

### SEN

At 13Jun22

SEN Status	No. of Students	% of SEN Students with this Status	% of Students with this Status
Education, Health and Care Plan	11	7.9%	0.8%
SEN Support	128	92.1%	9.6%

## CLA/Previously looked-after

At 13Jun22

Year	7	8	9	10	11	12	13	Total
CLA	1	2	2	1	0	2	1	9
Previously looked-after (adopted/SGO/CAO)	2	1	0	1	1	0	1	6
TOTAL	3	3	2	2	1	2	2	15

## 8. Equality objectives

**Objective 1:** Increase the number of girls choosing to study STEM subjects at Post 16 and Higher Education.

Why we have chosen this objective: We are committed to enabling all students to achieve their full potential and make the most of their abilities.

To achieve this objective we plan to: Continue to use school data to ensure all pupils are encouraged to choose and pursue subjects they have a talent for and are engaged in. Careers advice and guidance will continue to be provided to support students in making informed choices about subjects and future career goals. Events such as the Year 10 interviews and Post 16 Careers Fair will support this and will challenge gender stereotyping and national trends.

In term 3a of 2021, all Year 10 students watched a video put together by Rachael Spraggs (governor) which encouraged students to consider careers in STEM. This was followed up in form time.

This year, 3 female students attended the Parke Hanifin Engineers tomorrow programme. This was to challenge stereotypes and encourage women into STEM careers.

- Girls choosing STEM subjects at Post 16 this year - **13** (last year - **10**)
- Girls applying for STEM subjects at University this year - **7** (last year - **5**)

## 9. Monitoring arrangements

In consultation with the designated member of staff for equality, the Equalities Governor will update the equality information we publish, [described in sections 4-7 above] every year.

This document will be reviewed by the governing body at least every 4 years.

This document will be approved by the governing body and Headteacher



## **10. Links with other policies**

This document links to the following policies:

- Accessibility plans
- Risk assessments
- Equality Policy
- Equal Opportunities Policy