



**The Polesworth School**  
ENSURING EXCELLENCE

# **Equality Statement and Information**

**November 2023**

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## Legal Duties

As a school we welcome our duties under the Equality Act 2010 and The Public Sector Equality Duty (PSED).

The general duties are to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010.
- 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.

Whilst The Polesworth School recognises that any person or group can become victim to discrimination, victimisation or unfair treatment, people may be more at risk of becoming victims of inequality due to a protected characteristic. We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- Age (for employees)
- Gender reassignment
- Being married or in a civil partnership (for employees)
- Being pregnant or on maternity leave (for employees)
- Disability
- Race including colour, nationality, ethnic or national origin
- Religion or belief
- Sex
- Sexual orientation

It is against the law to discriminate against anyone based upon any of these protected characteristics.

The Equality Act 2010 legally protects anyone with these protected characteristics from discrimination at work and in education. It also protects from discrimination anyone associated with someone who has a protected characteristic, for example a family member or friend; or if you've complained about discrimination or supported someone else's claim.

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information to demonstrate compliance with the general duty across its functions
- Prepare and publish equality objectives

N.B. - We will not publish any information that can specifically identify any individual child or adult.

In order to achieve the above commitments, we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above. However, where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

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

## **Core Statements**

In fulfilling our legal obligations we will be guided by seven core statements:

- Statement 1: All learners are of equal value.
- Statement 2: We recognise, welcome and respect diversity.
- Statement 3: We foster positive attitudes and relationships, and a shared sense of belonging.
- Statement 4: We observe good equalities practice, including staff recruitment, retention and development.
- Statement 5: We aim to reduce and remove existing inequalities and barriers.
- Statement 6: We consult and involve widely.
- Statement 7: We strive to ensure that society will benefit.

## **Equality Objectives**

### **1. To eliminate discrimination**

To continue our focus on promoting positive outcomes for all members of our community with protected characteristics, so that they feel supported and can achieve their best.

2. **To foster good relations among all members of the school community** To continue to promote positive attitudes towards a diverse community and promote greater understanding of people with protected characteristics.
3. **Advance equality of opportunity - Staff employment**  
To expand further our understanding of the diversity of our workforce and refining our approach to responding to the needs of those with protected characteristics

## **Our ethos**

The Polesworth School is dedicated to ensuring that all members of the school community and the wider community are treated equally, fairly, and with respect by the school and by each other. This applies to the school as a place of education, a business, and an employer. Prejudice, discrimination (direct or indirect), and victimisation are not tolerated, and we work hard to instil in our pupils a strong understanding of right and wrong, including the importance of inclusion, acceptance, and compassion towards others. The school's main priority is to provide the best education and care that we can and establish a cooperative working relationship between home and school, to aid the development, progress, and needs of all the children in our care.

## **Addressing prejudice-related incidents**

The Polesworth School is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice-related discrimination may fare less well in the education system. We provide both our students and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority.

## Responsibility

We believe that promoting Equality is the responsibility of everyone in the school community. Specific responsibilities are as follows:

School Community	Responsibility
School Standards Committee (SSC)	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. The SSC will also agree the Equality Statements and objectives.
Headteacher	<p>As above and including:</p> <ul style="list-style-type: none"> <li>• Promoting key messages to staff, parents and students about equality and what is expected of them and what can be expected from the school in carrying out its day-to-day duties.</li> <li>• Ensuring that the whole school community receives adequate training to meet the need of delivering equality, including raising student awareness.</li> <li>• Ensuring that all staff are aware of their responsibility to report prejudice-related incidents.</li> <li>• Challenging inappropriate language and behaviour.</li> <li>• Tackling bias and stereotyping.</li> </ul>
Strategic Leadership Team	<p>Supporting the Headteacher, in carrying out all of the responsibilities outlined above.</p> <p>Ensuring fair treatment of all and access to services and opportunities.</p> <p>Challenging inappropriate language and behaviour.</p> <p>Tackling bias and stereotyping.</p>
Teaching Staff	<p>Helping to deliver the right outcomes for students.</p> <p>Upholding the commitment made to students and parents/carers on how they can be expected to be treated.</p> <p>Designing and delivering an inclusive curriculum.</p> <p>Ensuring they are aware of their responsibility to report prejudice-related incidents.</p> <p>Ensuring incidents concerning students are reported and logged.</p>

	<p>Ensuring incidents concerning staff are reported and logged.</p> <p>Challenging inappropriate language and behaviour.</p> <p>Tackling bias and stereotyping.</p>
Non-Teaching Staff	<p>Supporting the school and the SSC in delivering a fair and equitable service to all stakeholders.</p> <p>Upholding the commitment made by the Headteacher on how students and parents/carers can expect to be treated.</p> <p>Supporting colleagues within the school community.</p> <p>Ensuring they are aware of their responsibility to report prejudice-related incidents.</p> <p>Challenging inappropriate language and behaviour.</p> <p>Tackling bias and stereotyping.</p>
Parents	<p>Taking an active part in identifying barriers for the school community and in informing the SSC of actions that can be taken to eradicate these.</p> <p>Taking an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.</p> <p>Challenging inappropriate language and behaviour.</p> <p>Tackling bias and stereotyping.</p>
Students	<p>Upholding the commitment made by the Headteacher on how students and parents/carers, staff and the wider school community can expect to be treated.</p> <p>Supporting the school to achieve the commitment made to tackling inequality.</p> <p>Challenging inappropriate language and behaviour.</p> <p>Tackling bias and stereotyping.</p>
Local Community Members	<p>Taking an active part in identifying barriers for the school community and in informing the SSC of actions that can be taken to eradicate these.</p> <p>Taking an active role in supporting and challenging the school to achieve the commitment made to the school</p>

	community in tackling inequality and achieving equality of opportunity for all.
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The Polesworth School will ensure that the whole school community is aware of the Equality & Diversity Statement and our equality information and objectives by publishing them on our website.

**Breaches**

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and SSC.

**Monitor and Review**

Every year, we will review our objectives in relation to any changes in our school profile.



## Appendix 1

### Data on the School Workforce

#### i) Gender of the school workforce (September 2023)

Teachers		Support Staff	
Female	63	Female	74
Male	33	Male	18
Total	96	Total	92
Total number of staff		188	

#### ii) Ethnicity of the school workforce (September 2023)

Ethnicity Code	Description	Number of Staff
AIND	Asian or Asian British, Indian	2
BOTH	Black or Black British, Any other Black background	0
BCRB	Black or Black British, Caribbean	2
MWBC	White and Black Caribbean	0
NOBT	Not Obtained	15
WOTH	White, any other White Background	2
WBRI	White, British	164
WIRI	White, Irish	3
Total		188

#### iii) Disability Status of the school workforce (September 2023)

Disability	Number of Staff
Yes	0
No	188
Not obtained	0
Total	188

#### iv) Applications for flexible working (all staff) (01/09/2022 to 31/08/2023)

Applications for flexible working	Number of staff
Applications for flexible working	9

v) Applications for leave (01/09/2022 to 31/08/2023)

<b>Applications for leave</b>	<b>Number of staff</b>
Maternity Leave	3
Paternity Leave	3
Shared Parental Leave	1
Dependents Leave (emergency/dependent leave)	198
Special Leave (excluding medical appts, including fostering training, weddings, funerals, house moves and compassionate leave)	359
Leave for Religious Observation	0

### Data on the School Student Population

i) Gender of the school's students (September 2023)

<b>Age</b>	<b>Male</b>	<b>Female</b>
Year 7 (11/12 years)	133	123
Year 8 (12/13 years)	128	115
Year 9 (13/14 years)	136	134
Year 10 (14/15 years)	126	115
Year 11 (15/16 years)	119	121
Year 12 (16/17 years)	49	63
Year 13 (17/18 years)	44	68
Sub total	735	739
Total: 1474		

ii) Ethnicity Group breakdown of students (September 2023)

<b>Ethnicity Code</b>	<b>Description</b>	<b>Number of Students</b>
MAOE	Asian and any other ethnic group	3
MACH	Asian and Chinese	2
BCRB	Black Caribbean	5
BEUR	Black European	3
AIND	Indian	5
NOBT	Information Not Yet Obtained	74
WITA	Italian	1
OMRC	Moroccan	1
BAOF	Other Black African	3

OoEG	Other ethnic group	1
MOTM	Other mixed background	12
REFU	Refused	2
WTUK	Turkish	1
WENG	White - English	1272
WIRI/WNIR	White - Irish/White - Northern Irish	6
WSCO	White - Scottish	1
WWEL	White - Welsh	1
MWAO	White + any other Asian Background	7
WOTH	White + any other ethnic group	1
MWBA	White and Black African	2
MWBC	White and Black Caribbean	18
WEEU/WEUR/WWEU	White (Eastern/Western) European	24
MWAI	White and Indian	2
WOWB	Other White British	8
WOTW	White Other	14
AOPK	Other Pakistani	2
ASNL/ASLT/ASRO	Sri Lankan - Sinhalese/Tamil/Other	3
	Blank	0
Total		1474

iii) Disability status of students (June 2022)

Disability Code	Description	Number of Students
	Anaemic	<5
	Anoxic Seizure	<5
	Anxiety	32
	Arthritis	<5
	Asthma	80
	Bilateral Talipes	<5
	Blood - disorder/condition	<5
	Chacot Marie Tooth Neuropathy	<5
	Chronic Lung Disease	<5
	Crohns Disease	<5
	Diabetes	5
	Erythromelalgia	<5
	Eczema	26
	Epilepsy	9
	Fainting	<5
	Growth Hormone Deficiency (Ghd)	<5
	Hearing Impairment	<5

	Heart Condition	<5
	Hernia	<5
	Hip Dysplasia	<5
	Hypermobility	12
	Hypertension	<5
	Hypothyroidism - under active thyroid,	<5
	Low Blood Pressure	<5
	Mild Left leg monoplegia	<5
	Mild Pulmonary Stenosis	<5
	Osgood Schlatter Disease	5
	Overflow Bowel Syndrome	<5
	PTSD	<5
	Rhinitis	<5
	Rippling Muscle Condition	<5
	Skin Condition	<5
	Stomach Migraines	<5
	Talipes	<5
	Bowel/Toileting Issues	5
	Tourette's syndrome	<5
	Type 1 Von willebrand disease	<5
	Van Den Ende Gupta Syndrome	<5
	Visual Impairment/Issues with Eyesight	9
	Wolf-parkinson White Syndrome	<5

iv) Religion/Belief breakdown of students (September 2023)

Religion	Number of Students
Buddhist	3
Christian	229
Church of England	209
Hindu	3
Muslim	3
No religion	827
Other religion	57
Refused	11
Sikh	1
Blank	131
Total	1474