



# **Walthamstow School For Girls**

*"Neglect not the gift that is in thee"*

## **Policy Document**

# **Equalities Statement 2017**

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<b>Review Date:</b>	<b>21 February 2017</b>
<b>Next Review Date:</b>	<b>December 2017</b>
<b>Reference:</b>	<b>ES_STATEMENT_VI.0</b>

## WSFG EQUALITIES STATEMENT

### I Equality and Consistency

Our school is committed to equality both as an employer and a service provider. This is embedded in our school ethos and aims.

We aim to help and enable all students to:

- Develop their learning dispositions and their potential for learning
- Develop a deep love of learning
- Develop a full range of skills to meet a variety of challenges
- Develop lively, enquiring minds and the ability to question and argue rationally
- Be honest and understand the importance of having integrity
- Appreciate human achievement and aspirations
- Understand the interdependence of all
- Gain self-confidence and a sense of worth
- Learn how to work responsibly and with consideration for others.

The fulfilment of these aims creates a well-ordered community, with high standards and a caring approach, which recognises that the purpose of school is to equip pupils with the skills they will require as balanced, mature and fulfilled individuals in our society.

**The Equality Act 2010** requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and other conduct 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 between people who share a protected characteristic and people who do not share it.

Our Equality Act Information and Objectives is outlined below:

#### **Walthamstow School for Girls Equality Act Information and Objectives**

Walthamstow School for Girls is committed to achieving the highest standards of effort, behaviour and commitment so that all students realise their full potential. As a school we inspire a love of learning and a genuine respect for all members of our multi-cultural, multi-faith community. Our commitment to a quality education for all girls acknowledges our special responsibility in the education of girls so that they can play a full part in society.

### 2 Promoting Equality and Community Cohesion at Walthamstow School for Girls

At Walthamstow School for Girls we have a strong commitment to fairness and equality in everything that we do.

- We endeavour to ensure that everyone is treated fairly and with respect
- We work hard to make sure that the school is a safe and secure environment for everyone
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same
- We recognise that for some students extra support is needed to help them to achieve and be successful
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to students and parents/carers, and through our School Council
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their

gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation

- All cultures and languages are valued equally regardless of numbers
- All students and staff are invited to join the student or staff Equal Opportunities meetings
- Each member of the school is regarded as an individual and should not be stereotyped or discriminated against in line with the protected characteristics

We welcome our general duty under the Equality Act 2010 to have due regard to the need to eliminate discrimination; to advance equality of opportunity; and to foster good relations.

We also welcome our specific duties to publish information about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities or disadvantages.

Meeting our duties to promote community cohesion, and the spiritual, moral, social and cultural development of students, also supports how we meet the needs of different groups of students and how we foster good relations.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- Students from certain ethnic and cultural backgrounds
- Students who are supported by the pupil premium
- Students who are disabled
- Students who have special educational needs

In our last Ofsted Inspection, January 2014, the following comments were made about effective work on equalities at Walthamstow School for Girls:

“Students make good, and often very good progress. The proportion of students gaining five or more GCSEs at grade A\* - C including English and mathematics increased significantly in 2013 and was above the national average.”

“Students make good progress from their starting points in almost all subjects. They make better-than-expected progress in both English and mathematics, and their progress in English is well above national expectations.”

“The school has a very strong programme of personal development for its students. Inclusive care for individuals lies at the heart of the school's ethos and culture.”

“Disabled students and those with special educational needs are well provided for in lessons. The students make similar progress to their peers. This is the result of carefully planned lessons and well thought out intervention strategies.”

“Those students eligible for pupil premium funding benefit from a wide range of faculty-led initiatives. The students make good progress overall and, in some subjects, better progress than their peers in the school. Their rate of progress compared to all students nationally is high.”

“The support provided for literacy is strong. Literacy development is a key focus in many lessons and this is helping students to make rapid progress. This support, along with a strong intervention programme, helps students who speak English as an additional language to make good progress.”

“Learning support assistants are very effective. They talked with authority about the needs of the students they support and the strategies that have had a successful impact on their learning, leading to the students making progress that is at least as good as their peers.”

“The school has a very inclusive culture and teachers regularly use opportunities in their lessons to develop wider themes. Students work well together and show respect for one another's viewpoints, and tolerance and respect are reinforced through lessons.”

“Students' attendance is above the national average and has been so consistently for a number of years. Students are clear about the benefits of regular attendance at school. Any absence is followed up as a matter of routine, systematic records are maintained, and support and guidance are provided to families that require additional help.”

“The school promotes a harmonious environment. Students and staff have opportunities to discuss issues around tolerance and respect for others at regular intervals. The school is a 'Stonewall Champion' school and students are actively involved in the school's equality group. This ensures that students have a strong, active voice in championing equality for all members of the school community.”

For more information about our work on equalities at Walthamstow School for Girls please contact:

Meryl Davies, Headteacher  
Tel: 020 8509 9446

### 3 Information about the Student Population

Number of students on roll at the school: 897

#### Information on students by protected characteristics

The Equality Act protects people from discrimination on the basis of ‘protected characteristics’. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

The protected characteristics for students are disability, gender reassignment, pregnancy and maternity, race (ethnicity), religion and belief, sex (gender) and sexual orientation.

#### Disability

The Equality Act defines disability as when a person has a ‘physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities.’

There are a number of students with disabilities. The types of disability include:

- Hearing impairment
- Visual impairment

Year Group	Number on Roll	% Free School Meals	% Minority Ethnic Group	% 1 <sup>st</sup> Language not English	% Special Educational Needs	Children Looked After
7	180	12.8	82.8	27.2	9.4	■*
8	180	17.2	83.3	26.1	11.7	■*
9	180	16.1	83.3	27.8	13.3	■*
10	172	8.1	83.7	25.6	16.9	■*
11	178	18.5	87.6	27.0	15.7	■*

\* Value between 0-5 students

#### Looked After Students (LAS)

Regular meetings take place with carers and social workers, as well as with other agencies when necessary. All students are overseen by the Designated Teacher to track progress and to ensure that everything possible is in place to maximise learning and achievement.

## Religion and Belief

	Year 7	Year 8	Year 9	Year 10	Year 11	Total	%
<b>Buddhist</b>	█*	█*	█*	█*	█*	12	1.35%
<b>Christian</b>	31	38	33	35	39	176	19.78%
<b>Hindu</b>	█*	6	9	6	█*	29	3.26%
<b>Jewish</b>	█*	█*	█*	█*	█*	█*	0.34%
<b>Muslim</b>	96	91	93	90	104	474	53.26%
<b>No Religion</b>	40	35	40	32	21	168	18.88%
<b>Other Religion</b>	█*	█*	█*	█*	█*	14	1.57%
<b>Refused</b>	█*	█*	█*	█*	█*	█*	0.45%
<b>Sikh</b>	█*	█*	█*	█*	█*	█*	0.45%
<b>{None}</b>	█*	█*	█*	█*	█*	6	0.67%

\* Value between 1-5 students

## Pupil Premium

The school receives additional funding for students eligible for free school meals and for looked after students. Information on the use of the Pupil Premium is available on our website.

## 4 Our Equality Objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

### Equality objective 1:

We are committed to ensure that students from disadvantaged backgrounds progress significantly above national standards for disadvantaged students.

This will be achieved by:

- Identifying the cohort
- Raising staff awareness
- Staff CPD
- Mentoring programme
- Catch up classes
- One to one tuition

Progress we are making on this objective:

We will report on progress we are making to meet this objective through data analysis presented to the Full Governing Body in December.

## **Equality objective 2:**

We are committed to ensure that students from different ethnic group backgrounds progress significantly above national standards for students from those ethnic groups.

This will be achieved by:

- Identifying groups
- Monitoring progress
- Staff CPD
- Extra support
- Extra revision and catch-up sessions

Progress we are making on this objective:

We will report on progress we are making to meet this objective through data analysis presented to the Full Governing Body meeting in December.

## **Consultation and engagement**

We will engage and consult with students, staff, parents and carers, and the local community, so we can continually develop our awareness of equality issues, learn about the impact of our policies, set equality objectives and improve what we do.