



Introduction

“To value and respect each other as individuals”

Our Trust vision “Care, Opportunity, Quality” is a commitment to be a centre of excellence at the heart of our local community and to deliver an exceptional education for every individual through consistently inspirational and challenging teaching; where we show pride in our exemplary standards as together we celebrate reaching our aspirational goals.

The Equality Act 2010 and Public Sector Equality Duty 2011

These were introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). For schools, this means that it is unlawful to discriminate against individuals or treat them less favourably because of their gender; race; age; disability; religion or belief; gender reassignment; sexual orientation; pregnancy or maternity.

Under the Equality Act, the school is expected to comply with the Public Sector Equality Duty (PSED). This requires us to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

Wildern School is an inclusive school where we focus on the well-being and progress of every student and staff member and where we value all members of our community.

As a public organisation, we are required to:

- Have due regard to the PSED when making decisions, taking action or developing policy and practice.
- Publish information to show compliance with the Equality Duty. This is done via our Equalities Policy.

- Publish Equality Objectives which are specific and measurable.

Our Equalities Policy is in line with national guidance and contains information about how the school complies with the Public Sector Equality Duty. We also give guidance to staff and the wider school community on our approach to promoting equality.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

At Wildern School, we observe good practices in relation to staff recruitment, retention and development.

Equality Information (March 2023)

Number of students on roll at the school: 1921

Age of students: 11 to 16

Information on students by protected characteristics

The Equality Act 2010 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. In order to ensure that all students are protected from discrimination, the school collects information on protected characteristics.

Information on other groups of students

In addition to students with protected characteristics, we gather further information on the following groups of students:

- Students eligible for Free School Meals (FSM)
- Students with Special Educational Needs (SEN)
- Disadvantaged group
- Students with English as an Additional Language (EAL)
- Young carers

- Looked after children
- Other vulnerable groups

This information is taken from the January 2023 census

| Race/Ethnicity | % of students |
|------------------------------|---------------|
| White | 84.6% |
| Any other Asian background | 0.67% |
| Any other ethnic group | 0.47% |
| Any other mixed background | 0.73% |
| Any other White background | 3.8% |
| Bangladeshi | 0.2% |
| Black - African | 1.1% |
| Black Caribbean | 0.1% |
| Chinese | 0.67% |
| Indian | 1.97% |
| Information Not Yet Obtained | 0.57% |
| Pakistani | 0.31% |
| Traveller of Irish heritage | 0.05% |
| White - Irish | 0.00% |

| | |
|---------------------------|-------|
| White and Asian | 1.82% |
| White and Black African | 0.98% |
| White and Black Caribbean | 1.14% |
| Refused | 0.67% |

Students eligible for Free School Meals (FSM): number 277 (6.9%)

Students eligible for Student Premium Finding: 275 (6.9%)

Students with Special Educational Needs (SEN): 244 (4.7%)

Students with EHCP: 39 (2.03%)

Students with English as an Additional Language (EAL): 102 (5.3%)

Young carers: 102 (5.3.3%)

Looked after children: 7 (0.03%)

Staff related data

Current employed staff:-

Gender

Male 63

Female 176

Disability

Yes 0

No 51

Information not yet obtained 198

Age range-

| | |
|--------------|----|
| 24 and under | 12 |
| 25 - 34 | 67 |
| 35 - 44 | 72 |
| 45 - 54 | 61 |
| Over 55 | 27 |

Ethnic origin

| | |
|----------------------------------|-----|
| White | 225 |
| Any other Asian background | 8 |
| Any other ethnic group | 1 |
| Any other mixed background | 1 |
| Any other White background | 2 |
| White - Irish | 1 |
| Mixed, White and Black Caribbean | 1 |

Gender pay gap report

Snapshot date: 31.03.2022

Difference in mean and median hourly rate of pay

| | Difference in the mean hourly pay | Difference in the median hourly pay |
|--------------------------------------|------------------------------------------|--------------------------------------------|
| Pay gap. % difference male to female | 11.0 | 21.4 |

Difference in mean and median bonus pay

| | Difference in the mean bonus pay | Difference in the median bonus pay |
|--------------------------------------|-----------------------------------------|-------------------------------------------|
| Pay gap. % difference male to female | Nil | Nil |

Proportion of male and female employees who were paid bonus pay

| | Proportion receiving a bonus |
|--------------------------------------------------------------------|-------------------------------------|
| Male employees (% paid a bonus compared to all male employees) | Nil |
| Female employees (% paid a bonus compared to all female employees) | Nil |

Proportion of male and female employees according to quartile pay bands

| | Quartile 1. Lower | Quartile 2. Lower middle | Quartile 3. Upper middle | Quartile 4. Upper |
|------------------------------------------------------|------------------------------|-------------------------------------|-------------------------------------|------------------------------|
| Male (% males to all employees in each quartile) | 11.43 | 28.57 | 40 | 34.29 |
| Female (% females to all employees in each quartile) | 88.57 | 71.43 | 60 | 65.71 |

Equality Objectives

At Wildern School, we are committed to ensuring equality of education and opportunity for all students, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socioeconomic background.

In order to further support students, raise standards and ensure inclusive teaching, we have set the following objectives: -

Objective 1: Continue to reduce the attainment and progress gap between protected groups, disadvantaged and non-disadvantaged student groups including pupil premium and implement appropriate intervention to support them. Our aim is always to ensure students succeed and have equal opportunities.

Objective 2: Further develop strategies to improve boys underachievement and in so doing continue to reduce the gender gap. This includes boys' underachievement in the higher ability band who do not make expected progress.

Objective 3: Raise staff and students awareness to further promote equality. Linked to this will be continuing accreditation of the Rights Respect Responsibility Level 2 which promotes mutual respect of difference across the school.

The School supports the principle of equal opportunities and opposes discrimination on the basis of age, sex, marriage and civil partnership, gender reassignment, race, disability, sexual orientation, religion or belief, pregnancy and maternity and part-time or fixed-term employment (defined as Protected Characteristics).

Being a committed equal opportunities employer, the School will take every possible step to ensure that employees are treated equally and fairly.

All policies and practices will conform with the principle of equal opportunities in terms of recruitment, selection, training, promotion, career development, discipline, redundancy and dismissal.

| Examples of how we aim to eliminate unlawful discrimination, harassment and victimisation | How do we advance equality of opportunity between people who share protected characteristics and those who do not | How do we foster good relations between people who share protected characteristics and those who do not: |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> ● We follow a clear admissions policy in line with statutory guidance. ● Recruitment procedures. ● Clear policies linked to any form of discrimination (see whole school policy list). ● R&R Level 2 school. ● Preparation for life through our Education for Life curriculum ● SMSC built into curriculum and subject SOW. ● Strong student voice. ● Building adaptations. ● Rigorous monitoring. ● Rigorous complaints procedure. ● Clear expectations of all staff and students in adhering to school policy and practice. | <ul style="list-style-type: none"> ● Monitoring of exam performance of protected groups. ● Rigorous tracking of each child linked to different groups. ● Intervention programme for identified individuals. Equalities policy. ● Education for Life tutor Programme addresses key themes including national issues and current affairs. ● Non stereotyped advice on pathway choices for KS4. ● Use different teaching methods to meet all student's needs. ● Providing students with different needs access to the full curriculum. ● Regular reports to the governing body re any | <ul style="list-style-type: none"> ● Culture and ethos of the school built on mutual respect and understanding differences. ● Opportunities offered to all students and staff in an open and transparent way. ● Link meetings with Senior staff Student, staff and parent questionnaires. ● Strong community links and projects with a range of different groups. ● Education for Life tutor Programme addresses key themes including national issues and current affairs. ● Themed assemblies. ● Rigorous staff appraisal targets set to meet staff's needs. |

| | | |
|--|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| | issues, concerns or complaints. | <ul style="list-style-type: none">● Review of policies and practice by the Governing body.● Whistleblowing policy. |
|--|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|