

# Woodfield School

# 2019-21



## Equality & Cohesion Policy Pt2: The Rationale



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## Part 1: Institutional Duty

### Our Duty

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year 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, and reduce or remove them.

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

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

- pupils from certain cultural and ethnic backgrounds
- pupils who belong to low-income households and pupils known to be eligible for free school meals
- pupils who are disabled
- pupils who have special educational needs
- boys in certain subjects, and girls in certain other subjects.

In addition to this short statement, we also have a full school policy statement on equality opportunities. Please ask for a copy if you would like to see it.

For more information please contact:

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

### **We have a duty to:**

- **Eliminate unlawful discrimination, harassment, victimisation** and any 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.

## Part 2 Information about the pupil population 2019-20

Number of pupils on roll at the school: **175**

### Information on pupils 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.

#### 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.'

Number of pupils with disabilities: **175**

There are pupils at our school with different types of disabilities. Some with may have multiple disabilities which may impact on their lifestyle.

| <b>Secondary Special Educational Needs (SEN) Provision</b>     |                         |                                            |
|----------------------------------------------------------------|-------------------------|--------------------------------------------|
| <b>Students may have 1 or more of the mention disabilities</b> | <b>Number of pupils</b> | <b>Percentage (%) of school population</b> |
| Statement / EHCP                                               | <b>175</b>              | 100                                        |
| MLD                                                            | <b>43</b>               | 25                                         |
| ASC                                                            | <b>93</b>               | 53                                         |
| SLD                                                            | <b>31</b>               | 18                                         |
| HI VI                                                          | <b>10</b>               | 6                                          |
| ADHD                                                           | <b>11</b>               | 6                                          |
| MHSE                                                           | <b>15</b>               | 9                                          |
| Downs Syndrome                                                 | <b>10</b>               | 6                                          |
| Epilepsy                                                       | <b>5</b>                | 3                                          |
| GLD                                                            | <b>26</b>               | 15                                         |
| Speech, Language and Communication Needs                       | <b>39</b>               | 23                                         |

| <b><u>Ethnicity and race</u></b> |             |              |              |                               |             |              |              |
|----------------------------------|-------------|--------------|--------------|-------------------------------|-------------|--------------|--------------|
|                                  | <b>Boys</b> | <b>Girls</b> | <b>Total</b> |                               | <b>Boys</b> | <b>Girls</b> | <b>Total</b> |
| <b>Asian or Asian British</b>    |             |              |              | <b>Mixed</b>                  |             |              |              |
| Bangladeshi heritage             | 3           | 0            | 3            | Other mixed heritage          | 3           | 1            | 4            |
| Indian heritage                  | 6           | 3            | 9            | White and Asian               | 2           | 3            | 5            |
| Other Asian heritage             | 14          | 7            | 21           | White and Black African       | 0           | 0            | 0            |
| Pakistani heritage               | 7           | 2            | 9            | White and Black Caribbean     | 3           | 1            | 4            |
| <b>Black or Black British</b>    |             |              |              | <b>Any Other Ethnic Group</b> | 17          | 3            | 20           |
| <b>Black African</b>             |             |              |              |                               |             |              |              |
| Ghanaian heritage                | 0           | 0            | 0            | <b>White</b>                  |             |              |              |
| Nigerian heritage                | 0           | 2            | 2            | British heritage              | 9           | 3            | 12           |
| Somali heritage                  | 10          | 6            | 16           | Irish heritage                | 3           | 0            | 3            |
| Caribbean heritage               | 16          | 5            | 21           | White Other                   | 2           | 1            | 3            |
| Other Black heritage             | 17          | 9            | 26           | Gypsy/Roma                    | 1           | 0            | 1            |
| <b>Chinese</b>                   | 0           | 0            | 0            | Traveller of Irish heritage   | 0           | 0            | 0            |

|                             |   |                                     |                   |
|-----------------------------|---|-------------------------------------|-------------------|
| <b>Information withheld</b> | 3 | <b>Information not yet obtained</b> | 14<br>(11 M, 3 F) |
|-----------------------------|---|-------------------------------------|-------------------|

| <b>Gender</b> |     |
|---------------|-----|
| Male          | 126 |
| Female        | 49  |

| <b>Pregnancy and maternity</b>       |                         |
|--------------------------------------|-------------------------|
|                                      | <b>Number of pupils</b> |
| Pupils who are pregnant              | 0                       |
| Pupils who have recently given birth | 0                       |

| <b>Religion and Belief</b> |    |                |    |
|----------------------------|----|----------------|----|
| Buddhist                   | 1  | Sikh           | 1  |
| Christian                  | 68 | No religion    | 14 |
| Hindu                      | 12 | Other religion | 2  |
| Jewish                     | 0  | Unknown        | 16 |
| Muslim                     | 59 |                |    |

### **Gender identity or reassignment**

No known pupils at present

We have not been made aware of any member of our student or staff cohort with gender dysphoria to date, however we are prepared to support in a number of ways should this change.

### **Sexual orientation**

No known pupils at present

### **Information on other groups of pupils**

Ofsted inspections look at how schools help "all pupils to make progress, including those whose special needs, dispositions, aptitudes or circumstances requiring additional support."

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

| <b>Pupil with English as an additional language (EAL)</b>                  |             |              |              |                                        |
|----------------------------------------------------------------------------|-------------|--------------|--------------|----------------------------------------|
|                                                                            | <b>Boys</b> | <b>Girls</b> | <b>Total</b> | <b>Percentage of school population</b> |
| Number of pupils who speak English as an additional language               | 41          | 21           | 62           | 35%                                    |
| Number of pupils who are at an early stage of English language acquisition |             |              |              |                                        |

| <b>Pupils from low-income backgrounds</b>       |             |              |              |                                        |
|-------------------------------------------------|-------------|--------------|--------------|----------------------------------------|
|                                                 | <b>Boys</b> | <b>Girls</b> | <b>Total</b> | <b>Percentage of school population</b> |
| Number of pupils eligible for free school meals | 50          | 28           | 78           | 45%                                    |

### Part 3: Our main equality challenges

This is a summary of the issues that we are most concerned about.

We are already developing strategies and interventions to tackle some of these concerns.

For some of these issues we have also set and published **equality objectives**. Details of these are in Part 6 of this document.

We are aware that the cohort of the student population in Woodfield School is fairly reflected by staff, but not at all levels. We intend to consciously look at this in our retention and recruitment and develop systems to monitor this more efficiently.

Our curriculum is systematic and this is now under review with the aims to make more relevant for our cohort of students to access and make good progress to leave at the next phase of their choosing - post KS4 or KS5. This involves developing pathways which allow scope to measure and assess progress alongside provide a more seamless opportunity for transition between these pathways for more able students within them.

We are also aware of the need to teach tolerance and empathy throughout the curriculum to ensure all pupils understand the needs of each other and to ensure that all our students have access to many opportunities to work collaboratively internally and externally. Our revised curriculum will offer greater opportunities to experience, acknowledge and discuss differences in a range of contexts and support students who identify with particular protected characteristics.

To support this structured progress we have entered an Equality Award Scheme which helps us to review our policies and systems to improve our provision. We aim to be an inclusive school for some of the most vulnerable students in our community.

Our care guidance and support for all pupils is outstanding. We monitor pupils individually on a daily basis to ensure their safety and to keep them from harm, including bullying of all kinds. We know that the SEN and cognitive development of our students make them extremely vulnerable and we seek ways to facilitate their independence and autonomy at all times, through the learning opportunities.

We are very concerned about the high numbers of pupils with mental health issues. We monitor their progress to ensure they make progress and work with CAMHS to implement strategies that will keep them on track. We follow up and report concerns immediately. We have a growing provision of mental health resources to meet the needs of these pupils including; a Drama Therapist, Trainee Psychotherapist and Pastoral Team.

We are refining our behaviour analysis and responses to make more rigorous for understanding and flexible to appropriately manage behaviour; with fair, reflective sanctions and rewards that are clear to the whole community. All discriminatory language is currently recorded on the behaviour tracking system. All differences are valued and we will ensure that if this is not the case we will address all the issues that arise and apply the sanctions immediately, with communications made to both parties for reflection and conclusion.



We are concerned that some parents in our community need support to fully understand the SEN issues of the pupils and we will continue to work with them to help them understand the complexities and needs of pupils and the strategies and interventions that make a difference. We are engaging in a process to develop a Parent Teachers Association which we believe will strengthen the support structure and networks of our school.

#### **Part 4: How we have due regard for equality**

The information provided here aims to show that we give careful consideration to equality issues in everything that we do.

Schools are required to have due regard to the need to **eliminate discrimination, harassment and victimisation** and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our school policies.

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- Our governing body has had training on the Equality Act 2010. When governors consider equality issues in relation to policies, decisions and services, a record of this is kept in the minutes and papers of governing body meetings.
- We have a school Relationship Management Policy with procedures to record all incidents of behaviour that does not comply with our policies. We rigorously monitor and apply the relevant sanctions and keep parents informed.
- We have a school anti-bullying policy that sets out how we will eradicate bullying in school.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying and harassment incidents.
- We have a special educational needs policy that outlines the provision the school makes for pupils with special educational needs.
- We have an accessibility plan that sets out the steps we will take to make the school accessible to all pupils.
- Our admission arrangements are in line with Brent LA policy for admitting pupils with Statements
- Our complaints procedure sets out how we deal with any complaints relating to the school and is published in the staff handbook.
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- We have procedures for addressing staff discipline, conduct and grievances.
- We have a staff code of conduct that is published in the staff handbook.

Under the Equality Act 2010, we are also required to have due regard to the need to **advance equality of opportunity** and **foster good relations**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

## Part 5: Consultation and engagement

We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

Our main activities for consulting and engaging are:

We will send the policy to all parents and ask for feedback. The HT will be available to discuss the policy with individual parents, staff, and governors. A copy will be available in the school office for any visitor to comment on.

### Record of consultation and engagement

| <b>Date</b> | <b>Who we consulted</b> | <b>Summary</b> | <b>Action taken</b>                                                                       |
|-------------|-------------------------|----------------|-------------------------------------------------------------------------------------------|
| 2012        | Parents and GB          | Full agreement | NA                                                                                        |
| 2013        | Parents and GB          | Full agreement | NA                                                                                        |
| 2015        | Parents and GB          | Full agreement | NA                                                                                        |
| 2016        | Parents and GB          | Full agreement | Suggested to have a lead person responsible for each objective. This was agreed and added |
| 2017        | Parents and GB          | Full agreement | NA                                                                                        |
| 2019        | GB and Staff            | Full agreement | Lead Persons to be updated – 2020-21TBC<br><br>Consult with Parents – 2020-21             |



## Part 5: Record of how we have considered equality issues when making decisions

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies. This means we need consider what the impact of those decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised.

| <b>Date</b> | <b>Policy or decision</b>                                                 | <b>Equality issues we considered</b>                                                                                                                         | <b>Action taken or changes made</b>                                                                        |
|-------------|---------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| 2012        | Year 14                                                                   | Staffing the group/accommodation                                                                                                                             | Preparation for the timetable                                                                              |
| 2013/4      | School expansion                                                          | Accommodation                                                                                                                                                | Toilets and hygiene                                                                                        |
| 2015        | Free school application                                                   | Admissions criteria                                                                                                                                          | Application- approved July 2016                                                                            |
| 2016        | Decision to move the medical room to near the office on the ground floor. | More central for all pupils. Not isolated                                                                                                                    | Refurbishment complete in the summer of 2017.                                                              |
| 2018        | Policy update                                                             |                                                                                                                                                              | Update policy on responding to racist incidents and harassment                                             |
| 2019        | Policy Update                                                             | New Ofsted Framework<br>Equality, diversity and inclusion statement<br><br>Develop robust systems to support inclusion as recommended in our Equality Report | Equality Steering Group empowered to monitor and develop Equality and Inclusion systems and opportunities. |

## **Part 6: 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.

| Objectives                                                                                                                                                                                                                                                                                                                 | What actions will be taken                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1)</b></p> <p><b>Develop 'Culture and Staff Engagement'</b></p> <p><b>Work collaboratively to identify the type of organisation the School wishes to become, in terms of staff engagement, culture and recognition. Develop 'key performance indicators' to measure the success in achieving this objective.</b></p> | <ul style="list-style-type: none"> <li>● <b>Develop and act on new vision statement</b></li> <li>● <b>Develop efficient and sustainable systems to support vision statement outcomes</b></li> <li>● <b>Capture all elements of the 'Equality Action Plan' in our developing of systems</b></li> <li>● <b>Communication - improve communications across the school and widen accessibility and awareness of information - Staff Briefing</b></li> <li>● <b>Structure frequent CPD on equality covering the 9 Protected Characteristics</b></li> <li>● <b>Equality Steering Group to monitor Equality and Inclusion across the school</b></li> <li>● <b>Consultations for each identified characteristic to develop policy and inclusion</b></li> <li>● <b>Have fair recruitment, promotion and admission procedures providing opportunities regardless of race, gender and disability</b></li> <li>● <b>Fair and transparent procedures for Parents, staff and Governor election/representations</b></li> <li>● <b>Maintain accounts for all reported incidents</b></li> <li>● <b>Data reported to Governors and LA termly/as required</b></li> <li>● <b>Ongoing training on the issue for staff, all policies to reflect school expectations</b></li> </ul> |

|                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>2)</b></p> <p><b>Widen the equality coverage explicitly across the whole school curriculum</b></p>                                                        | <ul style="list-style-type: none"> <li>● Continue the review and revision of school curriculum: creating clear transitional pathways for differing ability groups.</li> <li>● Staff training on new strategies to approach the curriculum development – eg Project Based Learning</li> <li>● Staff training structure to offer updated and relevant training to ALL staff that support ranging needs of our students.</li> <li>● Specific Equality training to named persons who will lead on equality issues and concerns when raised.</li> <li>● Unconscious Bias and Cultural Capital training to staff and governors.</li> <li>● Respond to discrimination on a daily basis through reporting and recording procedures.</li> <li>● Support pupils to confidently challenge unacceptable behaviours</li> <li>● Surveys to evidence how pupils and parents feel about safety</li> <li>● Feedback from school council, circle time and ‘bully/praise’ boxes</li> </ul> |
| <p><b>3)</b></p> <p><b>Explicitly acknowledge and support Inclusion and Equality across the school</b></p> <p><b>Equality Poster displays across school</b></p> | <ul style="list-style-type: none"> <li>● Advertise Equality and Inclusion across the school through posters and statements</li> <li>● Show off the diversity of our students across school displays</li> <li>● Design and print student posters for display encouraging equality</li> <li>● Ensure displays are a representation of our school community</li> <li>● Ensure Named Persons for Equality issues are accessible for all</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

## Additional information

### Policies and procedures

All policies are presented to staff for consultation.

The staff handbook is available centrally and contains details of all procedures and systems.

In assessing changes that impact on staff, the school undertakes a risk assessment to ensure that no group is unduly disadvantaged.

## **Recruitment and selection of staff**

Safer recruitment guidance is used in all appointments.

Posts are advertised internally and externally and on the school website.

Job descriptions and person specifications are updated and specific to the post.

Review of recruitment and retention strategy with particular reference to the recruitment of and dependency on agency staff (include a clear and transparent statement about when and in what circumstances the School will recruit agency staff over permanent appointments).

Review of recruitment policies and procedures, to ensure that they are non-discriminatory and applied fairly.

Monitor staff turnover figures (including ethnicity, gender, etc.) and collect better information (e.g. through exit interviews) on reasons why staff have left the School's employment. Share information with staff through an appropriate forum so that they can contribute to the School's recruitment/retention strategy.

Conduct (and share with staff the results of) an equal pay audit incorporating BAME, gender, and other equalities categories. Also cover non-pay related issues such as training and career development opportunities.

## **Activities that promote equality for our employees**

All employees have access to information on our intranet.

The staff bulletin is a weekly document outlining all school business

The blue letter is available to all staff detailing information to parents and pupils.

All staff will have access to high quality professional development and training.

All staff have performance management.

All staff should take part in the staff survey annually.

All staff have access to the Employee Assistance Programme.

Conscious look at staff allocation of duties

## **Grievances and disciplinary procedures**

All policies published in the staff handbook and on the intranet.

### **Collective Grievance and disputes**

#### **Grievance**



## Whistleblowing

### Pay gap information

The school follows the national conditions for all staff groups. Applying the conditions ensures that there are no pay-gap issues.

### Pay Policy

### What our employees say about equality issues

In the staff wellbeing survey 2019 - staff score highly on;

- There are things about working here that make me want to stay.
- We are achieving things we can be proud of.
- I have the skills and training to do my job well.
- I have the opportunity to use my skills and initiative in my work.
- Staff support and value one another.
- We all help and encourage one another to do a good job.
- I feel comfortable in my role.

#### Action Points

- In 2018-20 all staff have been involved in Equalities Training.
- We have reviewed and developed our policy on Responding to Racist Incidents and Harassment.
- We aim to achieve an Equalities Award for Autumn Term 2020

In February 2020 the school had the Inclusion Quality Mark review- Woodfield retains 'Flagship School' status.

## Part 7: Employee Information

If we have more than 120 employees we are required to publish information about them.

This information aims to provide a profile of our school workforce, as well as our employment practices and achievements.

### Confidentiality

In October 2019 we surveyed our staff population to gauge members which may identify with particular protected characteristics. The survey was anonymous to

provide more freedom to share without backlash. Subsequently, we received just under 50% replies from our workforce. This anonymity may mean there are slight discrepancies in the results, however, we intend to act upon the feedback given. Guarantees of confidentiality are given to all staff who provide monitoring information or who take part in staff surveys. Names and data are anonymised and we observe the convention not to report where there are 10 or fewer respondents in any grouping.

Due to the comfort of this process, we now have staff who have identified with protected characteristics which were otherwise unknown. This information will be included below in the data, but where data is also taken from other means (ie applications and recruitment forms) we will use this information reliably.

Therefore, any new areas identified will be shown below with an \* next to the data.

As of September 2019, the school employs 87 staff. Our staff is employed in the following main groups:

- Teaching staff
- Administrative
- Support staff
- Site Staff

As we employ less than 150 staff, we are not required to publish this information (i.e. information to fill in the tables below). There is information from a non compulsory staff survey attached.

### Age

| Age               | Number | Percentage of those surveyed |
|-------------------|--------|------------------------------|
| 18 - 24           | 3      | 6%                           |
| 25 - 34           | 20     | 37%                          |
| 35 - 44           | 16     | 30%                          |
| 45 - 54           | 10     | 19%                          |
| 55 - 64           | 4      | 7%                           |
| Prefer not to say | 1      | 2%                           |

### Disability

| Disability        | Number | Percentage of those surveyed |
|-------------------|--------|------------------------------|
| No                | 48     | 89%                          |
| Prefer not to say | 1      | 2%                           |

|                       |   |    |
|-----------------------|---|----|
| Yes, limited a little | 5 | 9% |
|-----------------------|---|----|

### **Ethnicity and race**

| Ethnicity                             | No | Percentage |
|---------------------------------------|----|------------|
| Asian/Asian British                   | 12 | 22%        |
| Black/African/Caribbean/Black British | 7  | 13%        |
| I identify as another ethnic group    | 3  | 6%         |
| Prefer not to say                     | 3  | 6%         |
| White                                 | 29 | 54%        |

### **Gender**

| Gender?           | Number | Percentage of those surveyed |
|-------------------|--------|------------------------------|
| Female            | 39     | 72%                          |
| Male              | 14     | 26%                          |
| Prefer not to say | 1      | 2%                           |

**Gender reassignment** - None known as present

**Pregnancy and maternity** - None known as present

### **Religion and belief**

| Religion           | Number | Percentage of those surveyed |
|--------------------|--------|------------------------------|
| Any other religion | 1      | 2%                           |
| Atheist            | 3      | 6%                           |
| Catholic           | 8      | 15%                          |
| Hindu              | 8      | 15%                          |
| Muslim             | 6      | 11%                          |
| No religion        | 12     | 23%                          |
| Other Christian    | 4      | 8%                           |
| Prefer not to say  | 9      | 17%                          |
| Protestant         | 2      | 4%                           |

## Sexual orientation

| Sexual Orientation         | Number | Percentage of those surveyed |
|----------------------------|--------|------------------------------|
| Bisexual                   | 2      | 4%                           |
| Gay man                    | 1      | 2%                           |
| Heterosexual               | 39     | 78%                          |
| I identify as another term | 2      | 4%                           |
| Prefer not to say          | 6      | 12%                          |

| Trangender?                           | Number | Percentage of those surveyed |
|---------------------------------------|--------|------------------------------|
| Male & No                             | 13     | 25%                          |
| Female & No                           | 36     | 69%                          |
| Male & Prefer not to say              | 0      | 0%                           |
| Female & Prefer not to say            | 2      | 4%                           |
| Prefer not to say & Prefer not to say | 1      | 2%                           |

| Carer             | Number | Percentage of those surveyed |
|-------------------|--------|------------------------------|
| No                | 37     | 69%                          |
| Prefer not to say | 4      | 7%                           |
| Yes               | 13     | 24%                          |

| Marital Status        | Number | Percentage |
|-----------------------|--------|------------|
| Civil Partnership     | 2      | 4%         |
| Divorced              | 1      | 2%         |
| Married               | 15     | 29%        |
| Prefer not to say     | 10     | 20%        |
| Single, never married | 23     | 45%        |

## Part 8: Our Impact

| Protected Characteristic  | Impact                                                                                                                                                                                                                                                                    | Next Step                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Age</b>                | Woodfield offer a range of outdoor learning opportunities in the community. which offer intergenerational opportunities to engage with seniors in the community.                                                                                                          | Use the local resources and neighbors to implement more vocational and social opportunities. <b>Person responsible – (TBC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Disability</b>         | Woodfield School is a safe and caring community. We have expanded our numbers and become more complex in the last 10 years.<br>We strive to ensure all pupils whatever their SEN make outstanding progress and 100% move onto further education                           | Ensure each pupil in KS5 has a personalised transition plan to College, Training or Work and that 100% of pupils have a destination at the end of their pathway. <b>Person responsible – (TBC)</b><br>Look at pathways for higher attaining, more independent pupils to Secondary School at the end of KS3/KS4 each year. <b>Person responsible- KS Leads<br/>KS3 January O'Donnell<br/>KS4 Kaaran Prime</b>                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Ethnicity and Race</b> | Our enriched curriculum has provided opportunities for all pupils to enjoy the experiences of working and living in a multi-cultural community.<br><br>Our data analysis allows categorisation to look at progress of specific groups and highlight areas of improvement. | Ensure that all the curriculum areas makes the best possible use of being close to the centre of London and all that is on offer from a cultural and ethnic perspective. <b>Person responsible- Curriculum Leaders</b><br>We will embed art through the curriculum in all phases. The Lead for Arts Mark Silver will work with teachers to develop arts and culture into their SOW and facilitate the process of delivery in lessons across all phases. <b>Person Responsible - Deepa Vekaria</b><br>Develop wider breadth of resources which reflect our cohort of students including Black Caribbean boys <b>Person Responsible - Lawrence Murray</b><br>To continue to promote collaboration between our different groups and celebrate difference – <b>Person Responsible SMSC Lead - Lawrence Murray</b> |
| <b>Gender</b>             | Our ratio of girls to boys has always been 1 to 3. We are aware of the difficulties this can cause and seek to do everything we can to ensure girls are not disadvantaged in any way.                                                                                     | Continue to provide discrete activities for girls. <b>Person responsible - KS Leads<br/>KS3 January O'Donnell<br/>KS4 Kaaran Prime<br/>KS5 Sonia Hendricks</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

|                                |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                |                                                                                                                                                                                                                                                             | <p>Continue to monitor individual girls in mostly all boy groups. <b>Person responsible- Form Tutors</b></p> <p>Ensure each girl has a female member of staff that is a key person they can turn to during their time at school.</p> <p><b>Person responsible - Nick Cooper</b></p>                                                                                                                                               |
| <b>Gender Re-assignment</b>    | <p>As a school we foster positive relationships through our Relationship Policy. Concerns that may arise are referred through our SEN database referral system so swift action can be taken to refer to agencies or action internally.</p>                  | <p>We will continue to develop tolerance and understanding in our community by dealing with issues as they arise and providing opportunities for pupils to talk about issues that concern them in PSHCEE- <b>Person responsible- Form Tutors</b></p> <p>Lead contact- <b>Person responsible- (TBC)</b></p>                                                                                                                        |
| <b>Pregnancy and Maternity</b> | <p>Our RSE Policy has been reviewed in 2017-18 and involves ongoing evaluation and review.</p>                                                                                                                                                              | <p>We will continue to teach highly effective RSE and parenting in our curriculum. <b>Person Responsible – Suneeta Deorukhkar</b></p>                                                                                                                                                                                                                                                                                             |
| <b>Religion and Belief</b>     | <p>Woodfield has a strong track record of sharing and celebrating beliefs and culture in assemblies and concerts.</p>                                                                                                                                       | <p>We plan to continue to provide opportunities for pupils to share their values and beliefs with each other.</p> <p><b>Person responsible Joan Moore</b></p> <p>Develop SMSC celebratory activities for variety of events</p> <p><b>Person responsible Lawrence Murray</b></p> <p>Continue to follow up any incident that is not acceptable in relation to faith or religion.</p> <p><b>Person Responsible - Nick Cooper</b></p> |
| <b>Sexual Orientation</b>      | <p>The RSE policy was reviewed in 2019 and adapted by the Governing Board in Oct 2019 this is a dynamic policy and is updated termly and shared with the GB.</p> <p>Staff training on understanding and responding to issues around the LGBT+ community</p> | <p>We value difference at Woodfield and will continue to make this very high profile and part of the ongoing work in our Relationship Policy and our school ethos. <b>Person responsible- All staff</b></p> <p><b>Lead contact- Person responsible- (TBC)</b></p>                                                                                                                                                                 |