Equality Information and Objectives

Information updated Spring 2022
Objectives reviewed and revised Spring 2022

Information to be reviewed Spring 2023
Objectives to be reviewed Spring 2026

Equalities Information Academic Year 2021-22

School information

Number on Roll	70% Boys 30% Girls
Nature of learners:	Baycroft provides for a broad range of learning needs, many have whom are complex.
	70% are diagnosed with a degree of Moderate Learning Difficulty
	5% students are diagnosed with a degree of Severe Learning Difficulty
	36% students have ASD Diagnosis
	42% students have SEMH needs
	57% students have SLCN needs
	13% students have a physical disability.
Ethnicity of Learners:	95% of students are White British with only 5% having other ethnic backgrounds
English as Additional Language:	There are no students with English as an additional language
Pupil Premium	50%
Free School Meals	44% *(8% increase from previous year)*

We recognise that the public sector equality duty has three aims, to:
- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- 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

NOTE: To comply with Data Protection Regulations 2018, the school will not publish information that relates to fewer than 3 people

Student Related Data

Information	Evidence and commentary	
Attendance by gender	Whole School Attendances 87.91 Unauthorised 1.37	FSM 85.71% 1.88%
	Girls Attendances 89.29% Unauthorised 0.92%	Boys 87.30% 1.58%
Racist Incidents	11 Incidents logged as racist behaviour *9 of which classed as isolated*	
Fixed Term Exclusions	Total number of fixed term exclusions 11 (25 sessions) 18% female occurrences 88% male occurrences (3% of the whole male cohort)	

Equality Objectives 2022

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We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

What is the inequality in our community which we are seeking to address?	What is our objective?	What will we do?
Girls' participation and achievement in sport has a tendency to reduce between Y7 and Y11. There is a cultural gap in society around female self-image in team sports which may contribute to this	To ensure that all students develop a self-image around lifelong sports participation and have access to activities which stimulate a love of sport and ambition for achievement. To maintain equal participation, engagement and progress in the PE curriculum for all students from Y7 to Y11	• Review the current curriculum to ensure a good balance of sports and activities for all genders to experience • Continual development of appropriate extra-curricular activities that encourage all genders to participate • Develop in girls a cultural identity around team and individual sports • Empower girls to participate in team sports • Provide role models and imagery which nurture self-image as team participants and lifelong sportsmen and women • Expose girls to elite women's sport
Our students are disproportionately more likely than their peers without SEND to experience mental health challenges. There is a societal bias/stigma around male mental health.	To continue to develop the positive mental health standards across the school by embedding these within the curriculum and whole school ethos and breaking down cultural taboos as part of promoting a mentally healthy school for all	• Ensure the professional code of conduct for all staff reflects this value • Mental health lead on SLT and suitable training for staff & leaders • High profile celebration of mental wealth and mental health

		• Revisit Baycroft Expects, whole school values, connecting them to positive mental health and resilience • Regular promotion of resources and sources of support among staff, children and parents • Explicit work in the PDP curriculum, addressing gender stereotypes and promoting positive mental health • Continual development of the Faculty of Wellbeing to develop the strands of physical and emotional wellbeing
All of our students are disproportionately vulnerable in the virtual world There is an inequality in the degree to which they can be supported in developing good e-safety skills. 2 factors which contribute to this are; lack of access to devices and opportunities to rehearse safe behaviours at home (IT poverty); lack of skills, knowledge and confidence of parents and carers to provide coaching and support for safe behaviours at home (intellectual IT poverty)	To ensure that all students are equally able to keep themselves safe and can equally access appropriate internet and e-safety guidance from adults as well as opportunities to develop and rehearse these skills	• Provide a comprehensive programme of E-Safety advice, guidance and reinforcement throughout both our explicit and implicit curriculum • Ensure access to technology at school and at home which enables rehearsal of appropriate skills • Engage with external providers to ensure staff are always extremely current and confident in supporting good E-Safety in students • Make use of external expertise to upskill parents and carers through workshops and bespoke 1:1 sessions to enable them in supporting children with E-Safety • Ensure that there is a robust post-incident support procedure, using both school staff and external expertise to recover confidence and repair harm after any serious E-Safety incident
Staff experiencing the menopause are faced with challenges to their working practice. Staff without experience of the menopause may be unaware of how to support colleagues.	To increase support for staff experiencing the menopause. To ensure school EDI policies and practice are reflected by staff feeling supported in managing health and wellbeing changes alongside maintaining performance.	• Deliver training to all staff so they are aware of the challenges of managing the menopause and ways to support colleagues through. • Leaders and managers to undergo specific training on whole school approach

		• Ensure that staff experiencing the menopause know how to access advice and support. • Update EDI policies to include the menopause as being an aspect in broader inclusivity aims for our community.
Staff recruitment is not diverse in terms of the categories of race, gender or sexuality.	Applicants for new positions have are more diverse, increasing possibilities of a more diverse workforce.	• Staff with responsibility for recruitment to have this as a performance target • Staff with responsibility for recruitment complete unconscious bias training and are active in EDI focus group and training. • Vacancies for positions at Baycroft are advertised to a wider demographic than is currently used including positively promoting to diverse groups. • EDI aspects are obvious in the advertising of vacancies, e.g. that we are a positive place for our LGBQT+ community to thrive.
Our commitment to EDI is not sufficiently explicitly in both language and teaching materials in terms of welcoming diversity in sexual and gender identity within the school community. **See also School Strategic Plan EDI section.**	Eradicate unnecessarily/unhelpfully gendered language in any policies, publications and school teaching materials. Provide an environment and a curriculum where diverse identity is usualised and where staff can safely support each other in making the positive changes needed towards this.	• Deliver training to all staff to understand and acquire appropriate language around LGBTQ+ • Staff habitually review language used as a response to training and regular staff meeting (e.g. briefing) focus. This will include checking teaching materials are not excessively heteronormative or cisgender focussed. This is a performance target for the current academic year for all subject leads • "Inclusively nudging" colleagues toward language and behaviour that is more supportive of our LGBQT+ community in particular is normalized and appreciated. • All subjects have reviewed their curriculum materials to eliminate gendered language as far as possible and to ensure that diversity is represented and

		opportunities taken for usualising as per the training received