

TreeHouse School Equalities Statement

Welcome to Equalities at TreeHouse School. You will find here information about how the school ensures it meets its Specific Equalities Duties. (These are things our school **must** do).

The Public Sector Equality Duty requires our school to publish information about Equalities.

The Equality Act 2010 clearly states that the following groups must be taken into account. People identified in the following groups are considered to have a protected characteristic.

Protected Characteristics

1. Age
2. Disability
3. Sex (gender)
4. Race (ethnicity)
5. Pregnancy and Maternity
6. Religion and Belief
7. Sexual Orientation
8. Transgender
9. Marriage and Civil Partnership

The information we publish and analyse must be clearly linked to the three aims (General Duties) of the Public Sector Equality Duty. General Duties are the things that schools aim to achieve.

General Duties

The three aims of the Public Sector Equality Duty are to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.

3. Foster good relations between people who share a protected characteristic and those who do not.

Specific Duties

The two specific duties of the Public Sector Equality Duty are intended to help schools meet the general duty. They are to:

1. Publish information
2. You will find below information about our school community

Set Equality Objective – Action Plan

TreeHouse School is opposed to all forms of prejudice that could act as a barrier to achieving our legal duties and a cohesive community. These include:

- disability;
- special educational needs;
- racism and xenophobia;
- gender and transgender;
- religious groups and communities;
- travellers, migrants, refugees and people seeking asylum;
- sexism and homophobia.

To that end, we have Equality Objectives – actions we will take after careful thought (analysis) to overcome and potential barriers to our functioning as a cohesive community.

Much of the information and analysis relates to the school improvement plan, evaluations and student data and we use the information to improve education for all groups in the school. We want to make sure we know which pupils are doing well and less well so we can plan and improve.

A lot of this information is already being used by the school to develop the school and improve what we are doing. We will use information which tells us we could be doing better to plan for the future and include these actions in our Equalities Objectives which you will find also published here.

This information is meant to be clear and simple. If you have any problem with the way we have written it and can think of a way we can make the information clearer please let us know.

Section 1. Who Comes to Our School?

Below is data relating to our school population. These are the groups of people we need to plan education services for. As a school our main function is to provide good access to educational opportunities and to enable our students to do well at school (achieve). We have to make sure we do not disadvantage anyone in our school. We use the following information to help us. We also welcome your views.

Information	Evidence and Commentary	
	TreeHouse	National (Average) in SEN
Number on roll 2015-16	85	251
Gender	87% Males	51%
	13% Females	49%
Pupils with Free School Meals	42%	26.2%
Pupils from minority ethnic groups	67%	27.7%
Pupils first language not English	15%	17.5%
Pupils supported at School Action + & Statement (SEN) / EHC Plan	100%	7.9%
Attendance by gender 2014-15	% of sessions missed due to overall absence	
Male (76)	5.4%	4.4%
Female (9)	13%	4.4%
Attendance by ethnicity 2014-15	% of sessions missed due to overall absence	
White British (31)	5.8%	4.2%
Other White Background (7)	4.4%	4.6%
White & Asian (53)	5.8%	4.6%
Pupils from minority ethnic groups (60)	6.7%	Data not available nationally
English as a first language (73)	5.9%	4.3%
English not a first language (12)	9.0%	4.8%
Attendance by additional medical issue 2014-15	% of sessions missed due to overall absence	
Asthma (9)	9.8%	Data not available nationally
Diabetes (3)	10.1%	
Epilepsy and Seizures (15)	5.6%	
Attendance by Free School Meal 2014-15	% of sessions missed due to overall absence	
Free School Meals (36)	6.7%	5.9%
Non Free School Meals	6.1%	3.8%

Analysis of the school population in comparison with national expectations

All pupils at TreeHouse School are working below national expected standards and age-related norms, therefore comparing the attainment of pupils at TreeHouse School with national statistics for attainment by different pupil groups is challenging as the school does not have access to comparative data sets via Raise-online. Annual targets were set with reference to the Progression Guidance documents and quartiles of expected progress, taking into account the starting point for each pupil. The Progression Guidance does not however provide a breakdown of expected progress by different groups e.g. progress expected by pupils with SEN and EAL, or with SEN and who are eligible for Free School Meal.

However as a school as a whole, comparison of progress data for pupils at the end of key stages (2, 3 or 4) in July 2016, against the expectations outlined in Progression Guidance (for learners with Special Educational Needs working at P-levels) showed that in English 68% of our pupils made progress in line with the Upper Quartile, 26% in line with the Median and only 6% in line with the Lower Quartile.

In Mathematics 68% of our pupils made progress in line with the Upper Quartile, 27% in line with the Median and only 5% in line with the Lower Quartile. Across English, Mathematics, ICT, and Science combined 69% of our pupils made progress in line with the Upper Quartile, 25% in line with the Median and only 6% in line with the Lower Quartile.

Attendance: Attendance appears to be similar when comparing males with females. However the relatively small group size of females compared with males means these data should be treated with caution. In other words, females as a group are not disadvantaged in attending the school. 36 pupils (42%) in receipt of FSM had attendance below 95%, which suggests this is an area requiring attention. This may be supported through effective interventions linked to a child's Pupil Premium award.

Free School Meals (FSM) Progress data in 2015-16 identified that slightly more pupils in receipt of FSM achieved their targets (+3%) than pupils not in receipt of FSM. The proportion of pupils in receipt of FSM/Pupil Premium achieving their targets in Number and Reading in 2015-16 slightly exceeding the proportion of pupils achieving their target who are not in receipt of FSM/Pupil Premium (+4%). The school is therefore demonstrating that pupils in receipt of FSM are not disadvantaged and have equal opportunities.

Gender: When considering the school's effectiveness in supporting females versus males, it is important to note the relatively small group size of females (9

pupils), who accounted for 13% of the school's population in 2015-16. In 2015-16 performance of females appears to be stronger than the performance of males in all subject areas (Average +13%), with the exception of Science where males perform better (+24%).

English as an Additional Language (EAL): Important to note relatively small group size of children identified as speaking English as an Additional Language (12 pupils), who made up for 15% of the school's population in 2015-16. Progress data showed more pupils with EAL achieved their targets in Listening than those pupils with English as their first language (+3%). More pupils with EAL achieved their targets in Shape, Space and Measure (+28%) and Data Handling (+29%) than those with English as a first language. 57% of children who have EAL also receive FSM (and additional support and intervention linked to Pupil Premium); therefore positive difference could be a result of the impact of those interventions. The school is therefore demonstrating that pupils who have EAL are not disadvantaged as a group and have equal opportunities.

Section 2. Who is involved in the process?

TreeHouse School is run by Ambitious about Autism and shares the same ACTIVE values. We strive to achieve an Ambitious, Collaborative, Transparent, Inclusive and Evidence-based and Effective environment in which all pupils learn, thrive and achieve. We work hard to support our children to develop respect for one another and to behave positively to one another, and work hard to enable parents to feel fully engaged in the school. By working collaboratively with partners beyond school, we aim to enhance a wider sense of community both locally and beyond.

The organisation's Code of Conduct describes the attributes and characteristics expected of all staff in respect of their behaviours and performance as they uphold those values.

We support 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. Through our policies and actions we undertake to ensure that every child is healthy and safe and is able to achieve in their learning experience as well as to contribute to the wider community.

We follow best-practice guidance for the sector by using person-centred planning tools and person-centred reviews to ensure that we hear the voice of each pupil and their families throughout their time in school. This consistent person-centred approach ensures all pupils and their families are treated equally, although it does not necessarily involve treating them all the same.

In October 2015 we introduced the practice of logging racist incidents and reporting them to the Governing Body. We also monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, e.g., homophobic bullying. We also monitor and log any bullying incidents.

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.

Section 3. Guidelines for managers / individuals

Arrangements, Roles and Responsibilities

1. The equality objectives TreeHouse School are set out formally in the School Improvement Plan. They will be reviewed annually, and refreshed on a four year cycle.
2. The equality employment information will be monitored and reported to the Board of Trustees on an annual basis.
3. The arrangements should be read alongside the school's Accessibility Plan.

Curriculum

4. Curriculum information will also be evaluated by looking specifically at equality groups in addition to the standard analysis conducted by the school and adjusted as appropriate to ensure that equality groups are supported positively.
5. All other data relating to whole school monitoring will encompass scrutiny of equality information so that groups are supported positively.
6. When it is reviewed, each curriculum subject or area will ensure that teaching and learning is planned to ensure all pupils learn, thrive and achieve

Staff, Governors and Trustees

7. The Governing Body is responsible for ensuring that the school complies with legislation. The organisation (Ambitious about Autism) has a charity-wide Equality and Diversity Policy, which the school implements. The Governing Body is responsible for the annual review of the Equality Statement which is included as an appendix to the Equality and Diversity Policy.
8. A member of the Governing Body has the role of monitoring the implementation of this policy.

9. The Head teacher is responsible for implementing the policy; making sure the policy is readily available and that the governors, staff, pupils and their parents/carers know about it; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; making sure its procedures are followed; and for taking appropriate action in any cases of harassment and unlawful discrimination.
10. A senior member of staff (the SENCO) has day-to-day responsibility for co-ordinating implementation of this policy.
11. All staff are expected to:
 - adhere to this policy;
 - promote equality and inclusion in their classrooms, amongst colleagues and with visitors to the school;
 - model good practice, dealing with discriminatory incidents;
 - recognise and tackle bias and stereotyping;
 - deal with any prejudice related incidents that may occur;
 - plan and deliver curricula and lessons that reflect our Guiding Principles;
 - provide and analyse quantitative and qualitative data that supports better understanding of equality groups and any issues that may arise, e.g., attendance, bullying, exclusion;
 - undertake or support Equality Impact Assessment (Equality Analysis) processes as required;
 - keep up to date with the law on discrimination and take training and learning opportunities;
 - attend appropriate training that enables TreeHouse School to keep up-to-date with equality issues.
12. All staff, Governors and Trustees have access to training and a selection of resources which discuss and explain the concepts of equality, diversity and community cohesion. We value the opportunity to take a holistic approach in fulfilling our Equality Duties.
13. All staff, Governors and Trustees will exercise their Safeguarding responsibilities in relation to equality matters and ensure that any bullying or challenging of Human Rights is addressed immediately.

Pupils

14. Pupils are responsible for:

- supporting the schools equality ethos
- sharing concerns or issues with a member of staff
- keeping equality and diversity issues on the School Council agenda or other relevant forums

Parents and Carers

15. Parents/Carers are responsible for:

- supporting the schools equality ethos
- sharing concerns or issues with senior staff

Visitors and Contractors

16. Visitors and contractors are responsible for:

- following our expectations regarding equality

Concerns or complaints

In the first instance a senior member of staff should be contacted. If issues or concerns remain unresolved these should be raised in accordance with the schools Complaints Policy

Section 4. Equality Objectives 2016-17

Objective	Action	Lead/Timescale	Outcome/Impact
To complete a quality audit with specific focus on personalisation and communication for different groups of learners, especially females and pupils who are EAL.	Observations/Learning Walk with SLT and governors to identify good practice and any development needs Interrogate targets and interventions set for females in all strands of English and scrutinise the suitability and effectiveness of interventions in place. Interrogate targets	Spring 2017	Equalities Policy is fully implemented and any future development areas identified i.e. additional training needs Narrow the gap in progress in receptive and expressive communication and reading made

	and interventions set for pupils who are EAL in all strands of Mathematics and scrutinise the suitability and effectiveness of interventions in place.		by females. Narrow the gap in progress in all strands of Mathematics made by pupils with EAL.
To establish a school council that is representative of the diversity of our school cohort	Staff training and engagement in school council. Pupils recruited. Meetings held.	Spring 2017	Pupil voice is sought and heard and informs school developments.
To investigate the process by which TreeHouse School can become a UNICEF recognised Rights Respecting School (RRS).	Establish a steering group comprising of staff, pupils and a Governor to take a lead in developing the school's RRS action plan. They will inform the activities of the school and ensure that the whole school community is involved and kept up to date.	May 2017	In a Rights Respecting School children and adults work together to ensure that children's rights are taught, practiced, respected, protected and promoted each and every day. Working towards the award will have a positive impact on learners across the school by supporting them to grow into confident, active and empowered young people.
To strengthen collaborative work with health practitioners e.g. diabetes	Invite health care professionals to review arrangements and adaptations currently in place to	Spring 2017	Attendance of pupils with additional health needs improves.

nurse to overcome potential barriers to attendance for pupils with additional health needs	support pupils with additional health needs Establish a stronger link with a specialist paediatric community nurse (to replicate good practice already established within school through relationship with community dentist)		
Strengthen attendance of pupils in receipt of FSM	Work more closely with parents of pupils in receipt of FSM to understand barriers to attendance. Investigate targeting use of Pupil Premium to improve attendance for individual learners.	Spring 2017	Attendance of pupils in receipt of FSM / Pupil Premium is brought in line with whole school target of 95% attendance.