
POLICY ON:	Equality
Member of Staff Responsible for the Policy:	Matt Smith
Date on which this Policy was last reviewed:	May 2022
Date by which this Policy is to be reviewed:	May 2023
Dissemination of the Policy:	All Staff, Governors, website

Our commitment

At Huntington School we are committed to providing equality of opportunity for all members of the school community. Our school values are Respect, Honesty and Kindness and our aim is for these values to permeate everything we do.

We recognise that inequality, disadvantage and discrimination exist in society and understand that sometimes we need to treat students, governors, employees and job applicants in a different way to give them equal access to education or a job. Equity is an important factor in how we respond to people with different circumstances - understanding the importance of allocating the exact resources and opportunities to reach an equal outcome. At Huntington, our intention is that every student should feel valued and an important part of our school community. We work hard to create a culture of belonging and inclusion where every child is nurtured and challenged to become a ***'confident learner who will thrive in a changing world'***

Our responsibilities

The Equality Act 2010 says that we must not treat people unfairly because of age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race (includes ethnic or national origins, colour or nationality) , religion or belief (or lack of belief), sex or sexual orientation. These nine groups are called 'protected characteristics'. Age and marriage or civil partnership do not apply to students.

As a public sector organisation we are required to meet the Public Sector Equality Duty (PSED) which means that in carrying out our functions we must have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation;
- 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.

All schools also have two specific duties. These are to:

- publish information which shows how we meet the public sector equality duty (Annex A)
- publish at least one equality objective every four years and review annually (Annex B)

As Huntington School has more than 150 employees, we are also required to publish anonymised equality data on our workforce (Annex C). This information is used in decision-making to ensure

consideration is given to the impact of proposals on employees who share protected characteristics.

Meeting our responsibilities

We will adhere to the requirements of the Equality Act 2010 in relation to students, parents and carers, employees, volunteers and any other school visitors. In practice this means:

- we will treat students, parents and carers, staff, job applicants and any other visitors with Respect, Honesty and Kindness;
- we will not discriminate against students through our admissions policy or the way we operate on a daily basis. This will include the way we provide education for students, the way we provide a benefit, facility or service and exclusion of students or subjecting them to any other detriment;
- we will carry out accessibility planning for disabled students, staff and visitors. This will include improving the physical environment of the school, ensuring we increase the extent to which disabled students can participate in the curriculum, and improving the availability of accessible information to disabled students and parents and carers;
- we will recruit, select, train and promote staff fairly which will include not asking health-related questions until after a job offer is made;
- we will educate students on equality issues covering the range of protected characteristics;
- we will provide training for governors and staff;
- we will monitor any issues that arise and take appropriate action, supporting any person in the school who is faced with prejudice or discrimination;
- the HR Manager will undertake an annual evaluation to ensure this policy is clear, meets legislative requirements and is being adhered to; the annual review will also involve an analysis of the workforce profile compared to national statistics and monitoring of progress made in relation to the equality objectives.
- we will publish information each year to show how we are meeting our equality duties, including our equality objectives.

Access

Students and employees will be made aware of this policy and where it can be accessed. This policy will be reviewed annually and published on the school's web-site.

Supporting Policies and Procedures

The principles and aims of this policy are supported by other school policies and procedures including:

For students

- Accessibility Plan
- Anti-bullying Policy
- Safeguarding and Child Protection Policy and Procedures
- Complaints Procedure
- Equality Policy
- High Starters Policy
- Special Educational Needs and Disability Policy
- Spiritual and Moral Development Policy
- Student Behaviour (including handling exclusions)

For staff

- Attendance Management Policy and Procedure
- Staff Discipline, Conduct and Grievance (procedures for addressing)
- Job Sharing Policy
- Maternity Guidance
- Paternity Guidance
- Adoption Leave Policy
- Parental Leave Policy
- Shared Parental Leave Policy
- Leave of Absence (including Dependant Care Leave)
- Dignity at Work Policy
- Safer Recruitment
- Flexible Working Regulations Policy

Monitoring and Evaluation

We will regularly monitor and evaluate quantitative and qualitative data to review the effectiveness of this policy and identify improvements through:

- Analysis of data in relation to student's achievement
- School Development Plan
- Self-Evaluation Cycle
- Governors' Monitoring Cycle
- Student, parent and staff surveys
- Pastoral system
- Analysis of job applicant data
- Analysis of staff data

NB Personal data is kept confidential and reported in a way that avoids individuals being identified.

Complaints Procedure

Any student, parent or care, job applicant or member of staff may raise, either informally or formally, complaints of unfair or discriminatory treatment.

Students

Support for students is available from any member of staff but in particular from their Form Tutor, Head of Year and Student Support Leader. Advice is also available from the school's Head of Learning Support (aka Special Educational Needs and Disability Co-ordinator [SENDCO]) regarding specific support that may be available to enable students to use particular services or facilities. Complaints from students should be raised by contacting their Head of Year or Student Support Leader or by their parent/carer contacting the School Reception in the first instance.

Employees

Support and advice for staff is available from their line manager or the HR Manager. Complaints from staff can be made through the Dignity at Work Policy or the Grievance Procedures.

Job Applicants

Job applicants should contact the Recruiting Manager or School Reception if the complaint is about the Recruiting Manager.



Huntington School

EQUALITY INFORMATION

2023

The Public Sector Equality Duty 2011 has three aims under the general duty for Schools, Academies and Settings:

1. **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.** By removing or minimising disadvantages suffered by people due to their protected characteristics.
2. **Advance equality of opportunity between people who share a protected characteristic and those who do not.** By taking steps to meet the needs of people from protected groups where these are different from the needs of other people
3. **Foster good relations between people who share a protected characteristic and those who do not.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Huntington School has considered how well we currently achieve these aims with regard to the nine protected characteristics: age/ disability/ gender reassignment/ marriage and civil partnership/ pregnancy and maternity/ race/ religion and belief/ sex / sexual orientation.

In compiling this equality information we have:

- Identified evidence already in the school of equality within policies and practice and identified gaps.
- Examined how our school engages with the protected groups, identifying where practice could be improved.

Protected characteristics	Aims of the general duty		
	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Age (not applicable to students)	<ul style="list-style-type: none"> • Equality Policy • Staff Dignity At Work Policy • Staff Safer Recruitment Policy • All members of staff and School Governors complete Equality and Diversity training 	<ul style="list-style-type: none"> • Staff equality data is collected and compared to national statistics provided by the annual School Workforce Census. 	<ul style="list-style-type: none"> • Our Link Group invites Senior Citizens from the community to take part in activities facilitated by sixth formers. • Our Governing Body actively seek governors to represent a diverse age range.
Disability	<ul style="list-style-type: none"> • Equality Policy • Access Plan • Special Educational Needs and Disability Policy • Disability Equality Scheme • Policy on Spiritual, Moral, Social and Cultural Education • Staff Dignity At Work Policy • Staff Safer Recruitment Policy • Disability Confident Employer status awarded in December 2019 • Disability Confident Scheme guidance was provided to all staff in January 2020 • All members of staff and School Governors complete Equality and Diversity training. 	<ul style="list-style-type: none"> • Student equality data is collected and analysed against attainment to identify any areas that need further investigation. • Occupational Health Department are asked for advice on adaptations that could be made for staff who have a disability. • Adjustments have been made for staff with a disability eg lessons have been moved to the ground floor to help with mobility issues. • Adjustments have been made for students to assist in access to learning such as installing braille signs, coloured strips on stairs, a hearing loop system in the hall, lifts in the more modern blocks, provision of specialist equipment, changing of timetables and seating 	<ul style="list-style-type: none"> • Students with disabilities help the SENDCo deliver disability awareness assemblies to students eg Autism. • The SENDCO delivers training to staff and students in helping them understand a range of physical and learning disabilities. This has included support for deaf students, medical and physical needs, as well as support for children with attachment needs. This includes support for deaf students, medical and physical needs, as well as support for children with attachment needs. • Lessons in the M3 Programme explore disability awareness and

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		<p>arrangements. The visual signage was refreshed in summer 2018 in preparation for a Visually Impaired child who joined us in September 2018.</p> <ul style="list-style-type: none"> • Advice and information is shared with classroom staff to ensure appropriate measures and assistance are provided to meet students individual needs. • All student incidents are investigated and recorded in the incident file. • Disability Confident Employer symbol is included in all job adverts along with a statement that we are an equal opportunities employer. • Disabled applicants who meet the minimum criteria are offered an interview. 	<p>relationship issues linked to disability and peer groups.</p> <ul style="list-style-type: none"> • A group of students with physical disabilities from Huntington School were involved in making an animation video with physically disabled peers from other schools. This video has been used in SEND training for staff and students across the city, in a variety of educational settings. • Following a CYC initiative in Sept 2019 called Cogs and Engines, promoting participation across the city, a small group of SEND students meet each half term to discuss and suggest ideas for improving access in the city and school. This is led by HLTA Gareth Stewart. This work has started again this year following the Covid pandemic. • This group will also feed into our annual audit of school access with the SENDCO and Premises Manager regarding accessibility issues around the school.

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			<ul style="list-style-type: none"> British Sign Language (BSL) sessions were delivered to peers of one of our profoundly deaf students in form.
Gender Reassignment	<ul style="list-style-type: none"> Equality Policy Policy on Spiritual, Moral, Social and Cultural Education Staff Dignity At Work Policy Staff Safer Recruitment Policy All members of staff and School Governors complete Equality and Diversity training 	<ul style="list-style-type: none"> Information not requested as Huntington School has decided this would be an invasion of privacy. Any incidents would be investigated and recorded in the incident file. 	<ul style="list-style-type: none"> The school's 'Progress Pride People' campaigns to ensure that Huntington School is an inclusive place where all students feel safe and welcome.
Marriage and Civil Partnership (not applicable to students)	<ul style="list-style-type: none"> Equality Policy Staff Dignity At Work Policy Staff Safer Recruitment Policy All members of staff and School Governors complete Equality and Diversity training 	<ul style="list-style-type: none"> Staff equality data is collected and available if any areas are identified which require further investigation. 	<ul style="list-style-type: none"> Not applicable to students
Pregnancy and Maternity	<ul style="list-style-type: none"> Equality Policy Policy on Spiritual, Moral, Social and Cultural Education Staff Maternity Guidance Staff Paternity Guidance Staff Parental Leave Policy 	<ul style="list-style-type: none"> The School's Deputy Headteacher arranges inter-agency support for pregnant students to encourage and facilitate students to participate fully in learning. The HR Manager completes New and Expectant Mothers risk 	<ul style="list-style-type: none"> PSHE and RSE Curriculum includes lessons on sex and relationships in KS3, KS4 and KS5.

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	<ul style="list-style-type: none"> • Staff Shared Parental Leave Policy • Staff Job Sharing Policy • Staff Flexible Working Regulations Policy • Staff Dignity At Work Policy • Staff Safer Recruitment Policy 	<p>assessments for staff to ensure support is put in place if needed.</p> <ul style="list-style-type: none"> • All student incidents are investigated and recorded in the incident file. 	
Race	<ul style="list-style-type: none"> • Equality Policy • Policy on Spiritual, Moral, Social and Cultural Education • Staff Dignity At Work Policy • Staff Safer Recruitment Policy • All members of staff and School Governors complete PREVENT training for anti-radicalisation • All members of staff and School Governors complete Equality and Diversity training 	<ul style="list-style-type: none"> • Student equality data is collected and analysed against attainment to identify any areas that need further investigation. • All student incidents are investigated and recorded in the incident file • All incidents of racial harassment are reported to the Local Authority. • Staff equality data is collected and compared to national statistics provided by the annual School Workforce Census. 	<ul style="list-style-type: none"> • Racism and its connection to bullying is covered throughout the year and school as part of the PSHE and RSE Curriculum • Year 10 - Multiculturalism and immigration topic. Lessons cover identity and debate whether immigration is a positive force for the UK. This course tackles issues such as stereotypes and other misconceptions. • Anti-radicalisation is also covered in Years 8 and 11 as part of the Government's PREVENT guidance. • Religion Philosophy and Ethics lessons investigate and discuss racism, prejudice and discrimination. Specific lessons on, for example, Ethical

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			considerations around prejudice and discrimination (Year 8) and on Anti-Semitism (via the book 'Night' – year 9).
Religion and Belief	<ul style="list-style-type: none"> • Equality Policy • Policy on Spiritual, Moral, Social and Cultural Education • Religion, Philosophy and Ethics Department Policy's aim is to develop knowledge and understanding of the belief and practices represented in the world and explore their impact and meaning. • Staff Dignity At Work Policy • Staff Safer Recruitment Policy • All members of staff and School Governors complete PREVENT training for anti-radicalisation • All members of staff and School Governors complete Equality and Diversity training 	<ul style="list-style-type: none"> • Staff equality data is collected and available if any areas are identified which require further investigation. • All student incidents are investigated and recorded in the incident file. 	<p>The Religion, Philosophy and Ethics Department's Religious Studies Curriculum teaches students throughout the school:</p> <ul style="list-style-type: none"> • To develop empathy and sensitivity towards the beliefs of other people. • To appreciate the diversity of and opportunities afforded by living within the UK's multi-cultural society. • To understand and appreciate the complexity and nuance of religion and belief. • Assemblies are held on The Holocaust - Anti-Semitism and the need for solidarity against oppression for minority groups • All students have access to new schemes of learning, produced as part of the department's 'deep dive' into the curriculum, posing important questions like 'Are we all religious?'

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			<p>(Investigating Ninian Smart's '7 Dimensions of religion'). Facilitating students with the tools and lenses required to begin to understand the complexity and nuance of religion and belief.</p> <ul style="list-style-type: none"> • GCSE RPE covers Christian and Buddhist faith perspectives, practices and themes surrounding equality including gender. • Where possible, people with faith (eg YO-YO – Christian group) are invited into the school to give a faith perspective. Y10 trip to Buddhist meditation retreat led by a Buddhist nun. <p>Ambitious curriculum end-goal: students will build up accurate knowledge about the complexity and diversity of global religion and worldviews. Ultimately enhancing and developing their disciplinary, substantive and personal knowledge.</p>

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	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Sex	<ul style="list-style-type: none"> • Equality Policy • Staff Dignity At Work Policy • Staff Safer Recruitment Policy • All members of staff and School Governors complete Equality and Diversity training 	<ul style="list-style-type: none"> • Student equality data is collected and analysed against attainment to identify any areas that need further investigation. • Staff equality data is collected and compared to national statistics in the annual School Workforce Census. • All student incidents are investigated and recorded in the incident file. 	<ul style="list-style-type: none"> • PSHE and RSE Curriculum lesson covers sexism and discrimination for all students. • Religion Philosophy and Ethics lessons investigate and discuss sexism and discrimination and may look at gender division within religion e.g. the role of women in Sikhism/equality in The Khalsa. • GCSE RPE lessons cover the role of women in Christianity and Buddhism and evaluate whether they can be accused of gender discrimination/prejudice. • The school's 'Progress Pride People' campaigns to ensure that Huntington School is an inclusive place where all students feel safe and welcome.
Sexual Orientation	<ul style="list-style-type: none"> • Equality Policy • Staff Dignity At Work Policy • Staff Safer Recruitment Policy • All members of staff and School Governors complete Equality and Diversity training 	<ul style="list-style-type: none"> • Information not requested as Huntington School has decided this would be an invasion of privacy. • All student incidents are investigated and recorded in the incident file. 	<p>PSHE and RSE Curriculum provides the following lessons:</p> <ul style="list-style-type: none"> • Year 9 – Homophobia and bullying – students are taught what being homosexual means and case studies of various

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			<p>people's lives. Learning how homosexual people are central to society and end the course by producing an awareness campaign.</p> <ul style="list-style-type: none"> • The school's 'Progress Pride People' campaigns to ensure that Huntington School is an inclusive place where all students feel safe and welcome. • GCSE RPE lessons investigate Christian/Buddhist views regarding homosexuality.



Huntington School

EQUALITY OBJECTIVES ACTION PLAN

1 April 2022

Objective Please give a timescale to each action	Which protected group(s) will this most affect/influence	How will we know we have achieved the objective?	Lead and other key players	Actions Please give an end date/timescale to each action	Annual Red/Amber/Green rating
<p>1. Ongoing Objective set in 2021 to be reviewed annually</p> <p>To further enhance the teaching of gender equality as part of our revised PSHE & RSE curriculum</p>	<p>All students but especially those who may have been seen to be discriminated against due to their gender or sexual orientation</p>	<p>Fewer examples of peer on peer incidents linked to sex or gender</p> <p>Parent, teacher and student voice feedback</p> <p>Evidence in CPD/PD outcomes for teachers and TAs having been better informed.</p>	<p>Designated Safeguarding Lead</p> <p>Pastoral team</p>	<p>Improved coverage of these topics in the revised M3 programme by July 2022. NSPCC and DfE guidance and updates fully utilized.</p> <p>Whole school safeguarding – Sept 2022 and ongoing tutor training in 2021-22</p> <p>Improved parental communication on this subject on the school website and in ongoing parental communication</p>	<p>AMBER – PSHE and RSE revised schemes of learning. Further enhancement of schemes in line with KCSIE guidelines for Summer 2022 following Safeguarding Wellbeing survey in May 2022.</p>

Objective Please give a timescale to each action	Which protected group(s) will this most affect/influence	How will we know we have achieved the objective?	Lead and other key players	Actions Please give an end date/timescale to each action	Annual Red/Amber/Green rating
2. Objective set in 2021 We will continue to promote the outcomes of all SEND students, with a particular focus on those with dyslexia.	Students and staff with special educational needs and/or disabilities, including dyslexia	All staff will have an understanding of SEND issues and barriers and be aware of their responsibility to promote positive outcomes The improved outcomes of students with a dyslexic profile	Deputy Headteacher & SENDCo Assistant SENDCo and Exam Assessor	All teaching staff and teaching assistants to have enhanced training and support to identify barriers and support students July 2022 Potential expansion of use of assistive technologies Improved guidance on school website for parents of children with SEND, including dyslexia July 2022	AMBER – purchase of LUCID EXACT software for supporting dyslexic students. Dyslexia Rockstars KS3 intervention began in Autumn 21. Results to be assessed in Summer 2022. Post 16 Dyslexia online testing purchased for Exam testing. Website work still ongoing.

Huntington School Staff Equality Data 2022

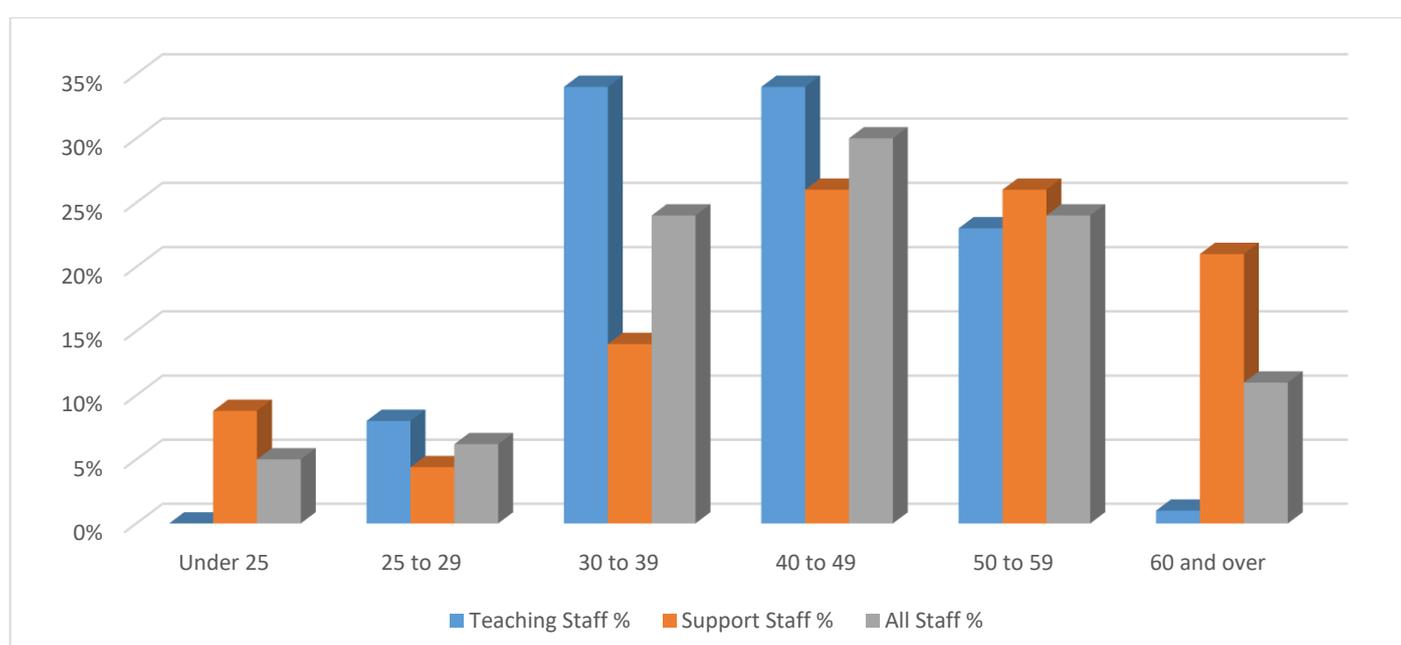
Please note all figures reflect headcount of staff employed directly by the school for one month or more. This is in line with information submitted annually for the DfE's School Workforce Census. The information relates to staff as at 1 April 2022.

1. Age Distribution

	Teaching Staff %	Support Staff %	All Staff %
Under 25	0	9	5
25 to 29	8	4	6
30 to 39	34	14	24
40 to 49	34	26	30
50 to 59	23	26	24
60 and over	1	21	11

The number of teachers we employ who are under 30 (8%) is lower than the percentage for LA maintained secondary schools (18%) in England reported in the latest figures available in the national School Workforce Census 2020, however this is expected to even out over the next 2 to 3 years. The number of teachers we employ who are over 50 (24%) is slightly higher than the 20% reported in the 2020 School Workforce Census for both LA maintained secondary schools which reflected the greater percentage of teaching staff aged 55 and over who left or retired from teaching during the pandemic.

Support staff numbers at Huntington School are very similar to LA maintained secondary schools in England where 11% of staff who are under 30 compared with 13% at Huntington School and 49% are over 50 compared with 47% at Huntington School.



2. Disability

According to the Department of Work and Pensions in December 2020 there were approximately 20% of the working age population in the UK who consider they have a disability. At Huntington School 5% of our staff consider themselves to have a disability. This figure can be broken down to 4% of all teaching staff and 8% of all support staff. It should also be noted that adjustments and adaptations have been made to meet the needs of individual staff who are not included in these figures as they have chosen not to classify themselves as disabled. The School Workforce Census no longer reports on how many teachers are disabled so a comparison is not possible. Huntington School was awarded Disability Confident Employer status at the end of 2019. This involved a number of actions being introduced by the school to actively attract and recruit disabled people such as including the Disability Confident Employer symbol in job adverts and offering interviews to disabled people who meet the minimum criteria for jobs.

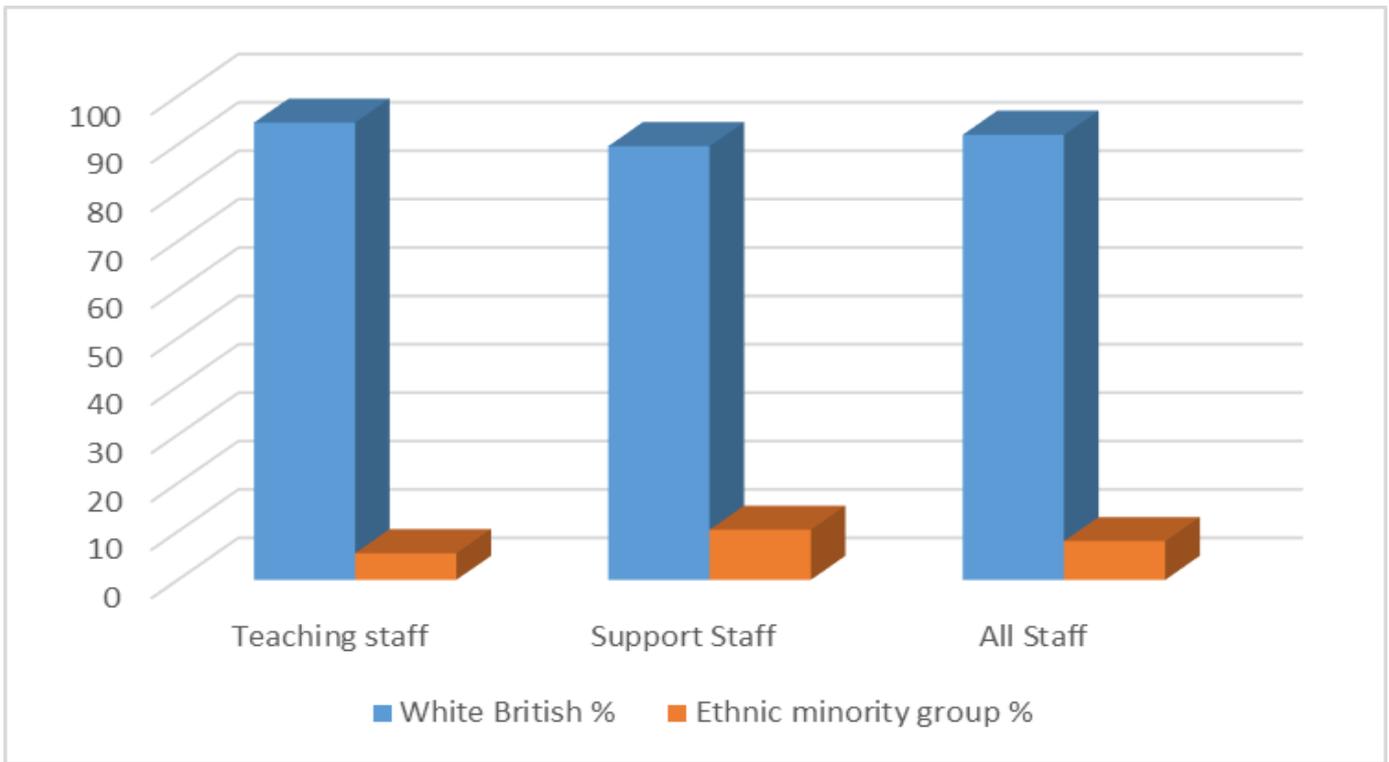
3. Ethnicity Distribution

	White British group	Ethnic minority group
Teaching Staff	94	6
Support Staff	90	10
All Staff	92	8

The number of teaching staff recorded in the ethnic minority group (6%) is lower than the national figures collected in the School Workforce Census. In the 2020 School Workforce Census where ethnicity details were provided, 21% of teachers in all LA maintained secondary schools in England were in the ethnic minority group compared with 13% in the Yorkshire and Humber region. Huntington School's number of teaching staff in the ethnic minority group is lower than the national and regional data but six times that of the 1% figure for York Local Authority recorded in 2020 for all state funded schools (where ethnicity details have been provided).

The number of support staff recorded in the ethnic minority group (10%) is lower than the national figure of 19% in all LA maintained secondary schools in England recorded in the 2020 School Workforce Census. However the number of support staff in the ethnic minority group in the Yorkshire and Humber Region was 7% in the 2020 School Workforce Census compared to 10% recorded at Huntington School. The latest 2020 York Local authority figure of 1% in the ethnic minority group is considerably lower than the number of support staff in the ethnic minority group at Huntington School.

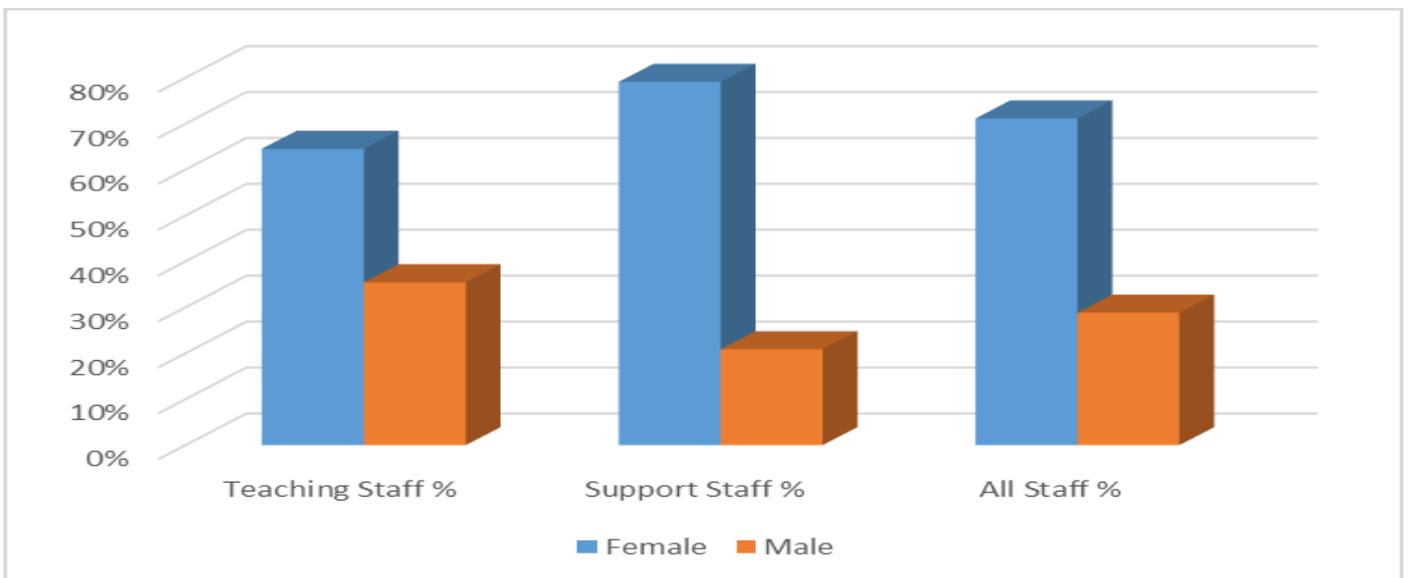
The City of York Council reports that the 2011 Census (count of all people and households in the UK), recorded 9.8% of York residents identified themselves as part of the ethnic minority group which is slightly higher than the most recent figures for Huntington School. Teaching posts are advertised nationally rather than solely in the City to broaden the pool of job applicants and this has also been introduced for many support staff posts.



4. Gender

	Female	Male
Teaching Staff	65	35
Support Staff	79	21
All Staff	72	28

The number of female teachers at Huntington School is exactly the same as the national figure. The 2020 School Workforce Census reported that there were 65% female teachers in all state funded secondary schools in England. The male support staff percentage of 21% at Huntington School is also exactly the same as the national figure in state funded secondary schools recorded in 2020.



5. Part-time working

	Full Time %	Part time %
Teaching Staff	53	47
Support Staff	25	75
All Staff	39	61

The 2020 School Workforce Census reported that 20% of teaching staff in state funded secondary schools were part-time whereas at Huntington School the figure is more than twice this amount - almost exactly half of our teaching staff. The 2020 School Workforce Census also reports that approximately 60% of support staff have part-time contracts whereas at Huntington School 75% have part time contracts. All staff are able to request changes to their terms and conditions and the school actively supports the use of flexible working requests and job share arrangements. These and other flexible ways of working are used to accommodate changes in staff's personal circumstances and ensure the school retains experienced staff.

