



EQUALITY INFORMATION AND OBJECTIVES POLICY

Date last reviewed: Spring 2021

**Policy duration: 4 years: March 2021
to March 2025 (objectives reviewed
annually)**

Review Date: March 2025

**Responsible Committee: Board of
Trustees**

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1. Aims

Hailey Hall School is committed to fulfilling its duties under the Public Sector Equality Duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The Board of Trustees will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to trustees

The designated member of staff for equality will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support the Headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and trustees are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting, it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

The school has a designated member of staff for monitoring equality issues. They regularly liaise regarding any issues and make senior leaders and trustees aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g., pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g., enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g., encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g., declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in, personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures

- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Meets pastoral needs

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

- To continue to narrow the gap between the progress made by disadvantaged boys and those of non-disadvantaged pupils nationally, by the further development of holistic data to triangulate the pupils' needs
- To narrow the gap between the attendance of disadvantaged boys and that of non-disadvantaged pupils nationally, by further development of strategies to improve attendance
- To narrow the gap between the proportion of disadvantaged boys who receive fixed-term exclusions and non-disadvantaged pupils nationally, by exploring options to develop an onsite provision, tailored to individual pupils, to encourage engagement in school activities.
- Ensure all pupils are given the opportunity to catch up on learning arising from COVID-19 closure, by delivering extra curriculum lessons tailored to the pupils' needs.
- Ensure that all pupils achieve to the best of their abilities, by ensuring that all areas of the curriculum are adjusted for access, no matter what needs are presented
- Include and value the contribution of all families, by demonstrating our understanding of equality, diversity and inclusivity within our communication to them, and at parent/carer events

- Ensure that our staff and pupils gain access to appropriate support and guidance in a variety of areas, including physical and mental wellbeing, by promotion of healthy eating, lifestyle, physical activities and development of the School counselling service.
- Broaden the school community's understanding of diversity in terms of race, gender and disability etc by promoting role models and heroes that young people positively identify with.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities, by ensuring that this is integrated

9. Monitoring arrangements

Monitoring and reporting the School's performance in achieving equality of opportunity and respect will be undertaken at two levels:

- Ad hoc observations and feedback
- Cyclical formal monitoring and reporting.

The School community has long had an ethos throughout the school of "watching out" for the welfare of pupils, particularly in relation to safeguarding and bullying. It is the school's policy to extend this to equality of opportunity and guarding against discrimination, with staff encouraged to be sensitive to potential problems and to report any that appear to be developing. In this connection a designated member of staff is nominated as responsible for equality issues and to whom approaches can be made, in confidence, if necessary.

Statistical analysis will be undertaken for statistically meaningful groups when observation and feedback indicates a potential issue, in any event at least every four years for academic performance, behaviour and participation in extra-curricular activities. Only data that is already available will normally be used, including relevant data from:

- In-school achievement monitoring reports
- Behaviour statistics
- Related whole-school self-evaluation documents
- Qualitative data from stakeholder surveys

Appropriate monitoring of issues relating to a single or a small number of pupils will similarly be arranged as necessary. Reference will be made to national statistics to provide benchmarks and indicators of the need for further investigation.

Reporting upwards to the trustees will normally be through the cyclical reports, in particular behaviour, safeguarding, attendance reports etc.

In addition, the Headteacher will update the equality information we publish, described in sections 4-7 above, at least every year.

This document will be reviewed and approved by the Board of Trustees at least every 4 years.

10. Links with other policies

This document links to the following policies:

- **Special educational needs / disability (SEND) inclusion policy**, in relation to:
 - Valuing all pupils equally
 - Offering pupils with SEND the same experiences as their peers

- Ensuring all pupils make adequate progress in reaching personal potential
- Providing an inclusive education

- **Accessibility plan**, in relation to:
 - Improving access to the physical environment of the school
 - Increasing access to the curriculum for pupils with a disability, expanding the curriculum as necessary
 - Improving the delivery of written information to pupils with disabilities

- **Children looked after policy** in relation:
 - To promoting their educational achievement and welfare

- **Behaviour for Learning Policy** in relation to:
 - Dealing with bullying and harassment
 - Monitoring the system of sanctions and rewards to ensure that it is not discriminating against or disadvantaging any group or pupil with protected characteristics
 - Reporting annually to trustees in this regard

- **Medical Policy** in relation to:
 - Providing pupils with a medical condition the same opportunities as others at school.

- **Risk Assessment Policy** in relation to:
 - Ensuring that all pupils and staff can access School activities and facilities, despite their particular characteristics.