

Public Sector Equality Policy and Objectives

1.0 Haggerston School mission statement

The Haggerston Way: Our Mission

- Aspiration: We strive to be the best versions of ourselves. We work hard everyday to master the knowledge and skills we need to lead successful, fulfilled lives.
- Creativity: We create beautiful work to inspire others. We are independent-minded, creative thinkers and problem-solvers/
- Character: We are articulate, brave and determined individuals. We work to build the qualities of Resilience, Ambition, Curiosity and Community Spirit.

2.0 Policy links to school mission, aims and values

All of the work at Haggerston School is intended to support the delivery of our mission statement in full. This policy is intended to ensure the school remains a positive and safe environment for all our students and staff.

3.0 Statutory Framework

At Haggerston School we are committed to ensuring an excellent quality of education and opportunity for all students, staff, parents and carers, irrespective of race, gender, disability, religion and belief, or socio-economic background.

We aim to develop a culture of inclusion and celebrate diversity across the school.

Our school aims to meet its obligations 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

The achievement of students will be monitored by race, gender and SEND and we will use this data to support students, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. Our equality objectives are detailed in appendix 1.

Equality considerations in decision-making

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

Fostering good relations

The school will 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 RE, PSHE education, but also activities in other curriculum areas.

This policy should be read in conjunction with the following documents:

- Accessibility plan

- SEND Information report
- Staff Code of Conduct
- Equality Act 2010

4.0 Staff roles and responsibilities:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability maintain the highest expectations of success for all students
- support different groups of students in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work
- Promote tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, PSHE education and activities in other curriculum areas

The Headteacher and SLT will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils and monitor the success in achieving the objectives and report back to governors.
- Ensure the school complies with legislation and that this policy and related actions are implemented
- Ensure due regard to equality considerations is taken whenever significant decisions are made

5.0 Appendix 1: Equality objectives

5.1. Reduce the progress gap between SEND students and non SEND students by 50% within 3 years (2023 E&M 9-5 SEND K 35% / SEND E 14%/ Non-SEND 63%)

Why we have chosen this objective	<ul style="list-style-type: none"> - High % of SEND students in school who do not perform as well as non SEND students - Needs of SEND students not always being met as reflected in high number of SEND students with FTE
To achieve this objective we plan to	<ul style="list-style-type: none"> - Maintain the SEND register so it is accurate and ensures students are accessing the right level of support for their need - Ensure reasonable adjustments are implemented effectively throughout the school including in all classrooms - Provide training to all teachers to use and embed relevant strategies to support students with SEND in their classrooms - Increase the intensity of support provided to SEND students who are receiving regular FTE/ IEU with increased review for impact

5.2. Improve the outcomes of all groups to ensure that there are no attainment gaps between different groups (BCRB key concern group 2023 4.77)

Why we have chosen this objective	<ul style="list-style-type: none"> - Progress and outcomes of BCRB has consistently been a concern at Haggerston, especially boys.
To achieve this objective we plan to	<ul style="list-style-type: none"> - Continue to consistently review quality of education to ensure that all students have access to the very best education within the classroom - Continued focus through the pastoral team and WAMHS group and to reduce disproportionality in FTE/IEU through referrals to support with wellbeing and self regulation. - Increase representation of global majority families in parent board member roles, attendance at parents evenings, and other parental engagement events - Increased data sharing with staff

5.3. Increase the representation of staff from ethnic communities at every level of the school community to ensure it is reflective of the student body and local community.

Why we have chosen this objective	<ul style="list-style-type: none"> - Diversity matters. It is important that the workforce reflects the school community.
To achieve this objective we plan to	<ul style="list-style-type: none"> - Continue to monitor inclusion and diversity through HR processes and share the annual inclusion and diversity report with all staff, as well as progress made towards recommendations. - Ensure all aspects of the Mc Gregor Smith review are implemented - Active discussion in school appraisal processes to identify global majority staff who would like further support regarding their career progression in thinking about promotion and next steps including access to training programs and internal/external mentoring

6.0 Policy documentation control

Responsible for review:	DHT Behaviour/PD
Version:	03
Reviewed:	June 2024
Next review date:	June 2027