

# Haggerston School

Aspiration Creativity Character

## Public Sector Equality Policy and Objectives

Approved by	Date:
Student and Standards Committee	7th October 2020
Monitored by:	Full Review Due:
DHT Achievement	Oct 2023

<b>Aims:</b>	<p>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.</p> <p>We aim to develop a culture of inclusion and celebrate diversity across the school.</p> <p>Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:</p> <ul style="list-style-type: none"> <li>• Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010</li> <li>• Advance equality of opportunity between people who share a protected characteristic and people who do not share it</li> <li>• Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it</li> </ul> <p>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.</p>
<b>Targets/ Outcomes:</b>	<p>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.</p> <p><b><u>Equality considerations in decision-making</u></b> The school ensures it has due regard to equality considerations whenever significant decisions are made.</p> <p><b><u>Fostering good relations</u></b> The school will foster good relations between those who share a protected characteristic and those who do not share it by:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>Other Documents</b>	<p>This policy should be read in conjunction with the following documents:</p> <ul style="list-style-type: none"> <li>• Accessibility plan</li> <li>• SEND Information report</li> <li>• Staff Code of Conduct</li> <li>• Equality Act 2010</li> </ul>
<b>Roles and Responsibilities:</b>	
<b>Teaching Staff will:</b>	<ul style="list-style-type: none"> <li>• promote an inclusive and collaborative ethos in their classroom</li> <li>• challenge prejudice and discrimination</li> <li>• deal fairly and professionally with any prejudice-related incidents that may occur</li> </ul>

	<ul style="list-style-type: none"> <li>• 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</li> <li>• maintain the highest expectations of success for all students</li> <li>• 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</li> <li>• keep up-to-date with equalities legislation relevant to their work</li> <li>• 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</li> </ul>
<b>The Headteacher and SLT will:</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Ensure the school complies with legislation and that this policy and related actions are implemented</li> <li>• Ensure due regard to equality considerations is taken whenever significant decisions are made</li> </ul>
<b>Governors will:</b>	<ul style="list-style-type: none"> <li>• 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, and that they are reviewed and updated at least once every four years</li> <li>• Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher</li> </ul>

### **Appendix 1: Equality objectives**

#### **1. Reduce the progress gap between SEND students and non SEND students by 50% within 3 years (SENK -1.61 v 0.04 2019)**

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

#### **2. Improve the outcomes of all BAME groups to ensure that no group has a progress score of less than -0.1 within 4 years (BCRB key concern group -0.3 2017, -0.23 2018, -1.25 2019)**

Why we have chosen this objective	<ul style="list-style-type: none"><li>- Progress and outcomes of BCRB has consistently been a concern at Haggerston, especially boys.</li></ul>
To achieve this objective we plan to	<ul style="list-style-type: none"><li>- Review the curriculum (including PSHCE) across all subject areas to ensure culture/achievements of local BAME groups are studied</li><li>- Continue to consistently review quality of education to ensure that all students have access to the very best education within the classroom</li><li>- 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.</li><li>- Impact of Anti Racist School team to grow with leadership support from DHT</li><li>- Increase representation of BAME families in parent association, parent governor roles, attendance at parents evenings, headteacher coffee mornings</li><li>- Increased data sharing with staff</li></ul>

#### **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"><li>- Diversity matters. It is important that the workforce reflects the school community.</li></ul>
To achieve this objective we plan to	<ul style="list-style-type: none"><li>- 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.</li><li>- Ensure all aspects of the Mc Gregor Smith review are implemented</li><li>- Active discussion in school appraisal processes to identify BAME 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</li></ul>