The James Hornsby School

Together we excel

Equality Statement and Objectives Policy

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Approved by Zenith Multi Academy Trust:	N/A
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1. Aims

The James Hornsby School recognises, and takes very seriously, our public sector equality duty to have due regard to:

a) Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010

b) Advance equality of opportunity between people who share a protected characteristic and people who do not share it

c) Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

It is against the law to discriminate against anyone because of:

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

The James Hornsby School is committed to promoting equality of opportunity for all members of its family. We aim to create a working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment.

2. Legislation and guidance

This document meets the requirements under the following legislation:

a) The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination

b) 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 governing body will:

a) 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

b) 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

c) Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

The equality link governor is Jodie Hunter. They will:

a) Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed

b) Ensure they're familiar with all relevant legislation and the contents of this document

c) Attend appropriate equality and diversity training

d) Report back to the full governing body regarding any issues

The Headteacher will:

a) Promote knowledge and understanding of the equality objectives amongst staff and pupils

b) Monitor success in achieving the objectives and report back to governors

The Cultural, Inclusion and Diversity Lead (Ben Levi) will:

a) Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils

b) Meet with the equality link governor every term to raise and discuss any issues

c) 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 governors 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, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors 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:

a) 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)

b) Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)

c) 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 extra-curricular activities)

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

a) Publish attainment data each academic year showing how pupils with different characteristics are performing

b) Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information

c) Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic, biphobic or transphobic bullying)

d) 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 RE, citizenship and 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 student voice 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

Has equivalent facilities for boys and girls

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

Objective 1:
Gaps in outcomes and attendance for students identified as VIPs to close.
Link to SIP: Quality of Education
3.4 There are clear and effective strategies to support all SEN learners, derived from research including EEF and implementation of statutory guidance. Subject teachers support learners and make appropriate use of Learning Profiles.
Why we have chosen this objective: These students are not able to access the full support arrangements if not present.

To achieve this objective we plan to: Identify and remove or mitigate barriers to attending school, utilise specialist staff (Family Support for example) or specialist services (Zenith Minds) to strengthen connections and implement plans to re-engage the CYP in their education.

Objective 2:
Embed the James Hornsby 5-a-lesson and develop the use of adaptive teaching in order to support best classroom practice for students with SEN
Link to SIP: Quality of Education
2.4 Effective monitoring of **classroom practice** addresses shortfalls in progress and provides adequate **CPD** to improve teacher performance. We utilise **EEF and research** to support these decisions. Incl. 5 a -day Model.
Why we have chosen this objective: SEND is a priority for the MAT and the rise in increasingly complex need has made this a key priority.
To achieve this objective we plan to: Utilise Lead Practitioners/SEN specialists to structure the personalised support staff need in order to embed this practice in their teaching.

Objective 3:
For those most at risk of disengagement from education, effective use of alternative provisions and appropriate provisions supports engagement, ensuring permanent exclusions remain low.
Link to SIP: Behaviour and Attitudes
5.3 The school makes effective and appropriate use of **alternative provisions** or **reduced provisions** which are effectively monitored and reviewed on a regular basis.
Why we have chosen this objective: The rise in mental health conditions, social care referrals and challenges to inclusive practice has made this a priority.
To achieve this objective we plan to: Continue to develop staff understanding and skills in using therapeutic practice, target the external mental health support to those most at risk and track the impact of the intervention in addition to regular consultation of student voice to build connections between the young people and staff.

9. Monitoring arrangements

The Cultural, Inclusion and Diversity Lead will update the equality information we publish at least every year.

This document will be reviewed by governing body, equality governor and the Headteacher at least every 4 years.

This document will be approved by governing body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment