





# EQUALITY INFORMATION AND OBJECTIVES

Review Period	Annual		
Date of next review	Autumn Termly 2021	Author	D Thompson
Type of Policy	Statutory	Approval	Governing Body
Signed by:			
Head Teacher		Date	28.1.21
Chair of Governors		Date	28.1.21

## Vision and Values

Our vision at Hebburn Comprehensive School is to have a harmonious community where the emphasis for all is on learning and achievement, where pupils feel safe and happy and where a culture of success and ambition is embedded and celebrated throughout the school and wider community. We aim to raise the aspirations of all our young people, inculcating a respect for one another and for the values of learning, citizenship and tolerance. Through challenge, partnership and support, we aim to raise standards of achievement further; create a genuine sense of community spirit; and enhance all of our pupils' life chances for the future.

We shall know we are succeeding as:

- motivation and participation continue to increase;
- standards of literacy and numeracy continue to improve;
- achievement for all groups continues to rise;
- an increasing number of pupils proceeds to further and higher education; and when
- all pupils feel a sense of belonging, reflected in corporate ownership, corporate values, corporate pride and a corporate desire to maximise the potential of learning and to celebrate achievement.

## Public Sector Duty (PSED)

### 1. Aims

At Hebburn Comprehensive we aim to meet our obligations under the public sector equality duty by having due regard to:

- Eliminating discrimination and other conduct that is prohibited by the Equality Act 2010
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- Fostering good relations across all characteristics

### 2. Legislation and guidance

This policy 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.](#)

### **3. Roles and responsibilities**

The governing board 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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Head Teacher

The Head Teacher will:

- Promote the equality objectives amongst staff and pupils
- Ensure all school staff have regard to this document and work together 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 will fulfill their responsibilities under the Equality Act.

### **5. 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 who have a protected characteristic.
- Taking steps to meet the specific needs of people who have a particular characteristic.
- Encouraging people who have a particular characteristic to participate fully in any activities.

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

- Publish attainment data each academic year showing how pupils from different groups are performing
- Analyse the above data to determine strengths and areas for improvement and implementing actions in response and publish this information.
- Make evidence and data available to identify improvements for specific groups.

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, in all aspects of school life and curriculum delivery
- Having assembly themes that explore a range of relevant issues.
- Working closely with our local community and relevant organisations.
- Encouraging and implementing initiatives to deal with potential tensions between different groups of pupils within the school and working with organisations such as 'Show Racism the Red Card.'

## 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 decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls
- Allows disadvantaged pupils to take part

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

- All learners are of equal value
- We recognise and respect difference
- We foster positive attitudes and relationships and hold a shared sense of belonging.
- We promote good practice in staff recruitment, retention and development.
- We aim to remove any inequalities across all aspects of school life
- We have high expectations of all members of the school community

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs and/or disabilities (SEND)
- Pupils in receipt of the Pupil Premium
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after Children
- Other vulnerable groups

At Hebburn Comprehensive, we eliminate discrimination by:

- Having behaviour for learning, anti-bullying and safeguarding policies that ensure all children feel safe at school.
- Reporting, responding to and monitoring all racist incidents.
- Monitoring curriculum provision to ensure that the curriculum meets the needs of our pupils and promotes fundamental British Values.
- Ensuring that teaching is of the highest quality to ensure that all children reach their full potential and have full access to the range of opportunities the school provides.
- Tracking pupil progress to ensure that all children make rapid progress, intervening when necessary.
- Ensuring that all pupils have the opportunity to access extra-curricular provision.
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.

We advance equality of opportunity by:

- Using the information we gather to identify under-achieving groups or individuals and plan targeted intervention
- Ensuring participation of parents/carers and pupils in school development
- Listening to parents/carers
- Listening and responding to pupil voice

We foster good relations by:

- Ensuring that Hebburn Comprehensive School is seen as a fully inclusive school at the heart of the local community.
- Ensuring that equality, diversity and core values are embedded across the curriculum and in all aspects of school life.

## 8. Equality objectives

**Objective 1:** To analyse and monitor pupil performance data by protected characteristics to identify any trends or patterns that require additional intervention and support.

**Objective 2:** To raise levels of attainment and rates of progress for disadvantaged pupils in the core subjects of English, Maths and Science

**Objective 3:** To increase levels of pupil and parental engagement to ensure full access to intervention and support