

## THE HEATHLAND SCHOOL

### WHOLE SCHOOL POLICY FOR EQUALITY

#### MISSION STATEMENT

The Heathland School is committed to ensuring equality of education and opportunity for staff, pupils and those receiving services from the school irrespective of:-

- Disability
- Ethnicity and race
- Gender
- Gender identity and transgender
- Pregnancy and maternity
- Religion and belief
- Sexual identity and orientation

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.

The achievement of all pupils is monitored and we will use this data to raise standards for all groups of pupils and ensure inclusive teaching. We will aim to provide our pupils with a firm foundation that will enable them to fulfil their potential, regardless of stereotypes. We will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation. We believe that diversity is a strength which should be respected and celebrated by all those who learn and work at The Heathland School.

1. We will actively seek to:

1.1 Eliminate unlawful discrimination and harassment

1.2 Take active steps to promote equality of opportunity between ~~men and women~~ persons who share a relevant protected characteristic and persons who do not share it;

The relevant protected characteristics are:

- Ethnicity and race
- Age
- Gender
- Gender identity and transgender
- Pregnancy and maternity
- Religion and belief
- Sexual identity and orientation

1.3 Prohibit discrimination in employment and the provision of goods, services, facilities, education, use and disposal of premises and the exercise of public functions.

2. It is the policy of the school to:

- 2.1 Ensure that all pupils have access to a broad and balanced national curriculum which enables them to achieve high standards in all aspects of their education.
- 2.2 Ensure that equality of opportunity and the rights of the individual are fundamental to the school.
- 2.3 To be aware of social and cultural disadvantage so as to ensure the educational opportunities of pupils are not prejudiced thereby.
- 2.4 Ensure that teachers appreciate how factors such as ethnicity, race, gender, gender identity and transgender, religion and belief, disability, sexual identity and orientation and other social circumstances may affect learning so they can take into account the differing needs of pupils whilst still encouraging high expectations.
- 2.5 Ensure that the welfare and caring systems of the school address the needs of pupils.

3. We will:

- 3.1 Consult teaching and non-teaching staff, pupils, parents and local community groups to help determine our equality objectives
- 3.2 Gather and use information on how our school policies and practices affect equality – both in our workforce and in our education function
- 3.3 Produce Equality Objectives identifying our equality goals and actions to meet them
- 3.4 Set a timetable to implement the actions, usually within the next three years
- 3.5 Assess the impact of our current and proposed policies and practices on equality
- 3.6 Monitor and review our progress, reporting on progress annually
- 3.7 Review and revise this scheme annually

4. We will aim to eliminate unlawful discrimination and to promote equal opportunities in all areas of school life, including:

- 4.1 Progress and attainment
- 4.2 Behaviour, discipline and exclusion
- 4.3 Pupils' personal development and personal care
- 4.4 Learning and Teaching
- 4.5 Attendance
- 4.6 The Curriculum
- 4.7 Staff recruitment and professional development
- 4.8 Partnership with parents and guardians, and communities.

5. We are committed to:

- 5.1 Tackling discrimination and promoting equal opportunities
- 5.2 Encouraging, supporting and helping all pupils and staff to reach their potential
- 5.3 Working with parents and guardians and with the wider community to tackle discrimination and to promote good practice
- 5.4 Making sure that this Equality policy and its procedures are followed.

6. Each member of staff with responsibility for Whole School Policies and Key Procedures will consider how the Equality Act and Duty to Promote Equality impacts in their areas of

responsibility; and where relevant will include in their Policies and Key Procedures a statement of intent to satisfy and meet the General and Specific Duties of the Act.

7. Each senior member of staff will assess and monitor the Policies and Key Procedures for which they are responsible at least once per year and draw any need for corrective action to the Headteacher's attention.
8. Each member of staff who proposes a new Policy or Key Procedure will assess whether the Equality Duty is relevant to their proposed document and where necessary will build the General and Specific Duties into the document.
9. The contribution of Departments, Year Teams and other areas of the school such as Careers and Work Related Learning, Citizenship, PSHE and the Library, to the promotion of equality will be assessed in audits and will form part of the audit report.
10. The Governing Body is responsible for ensuring that the school complies with the Equality Act 2010, and that this policy and its related procedures and strategies are implemented.
11. Governors' Pupil committee has a watching brief regarding the implementation of this policy.
12. The Headteacher is responsible for implementing the policy, for ensuring that all staff are aware of their responsibilities and are given appropriate training and support.
13. The Headteacher will ensure that the implementation, assessment and monitoring of the Equality Policy forms part of the School Development Plan.
14. Where this policy is not followed, the Headteacher will intervene to ensure that the duties are met as soon as possible.
15. This policy will be reviewed once per year and reported to the Governors' Pupils' Committee.

## **Appendix 1: Check List for School Staff and Governors**

- Is information collected on gender, disability, social circumstance (for example if a child is in care or pregnant) with regards to both pupils and staff? Is this information used to improve the provision of services?
- Is pupil achievement monitored by gender, ethnicity, disability, free school meals? Are there trends or patterns in the data that may require additional action?
- Are all pupils encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the school council?
- Are all pupils given the same opportunities to participate in physical activity, both in and outside of school hours (notwithstanding any physical restraint)?
- Is bullying and harassment of pupils monitored and is this information used to make a difference?
- Are stereotypes in terms of gender actively challenged in both the classroom environment and in the playground?
- Are equality issues considered when making selecting the topics for teaching and learning?
- Are equality issues considered when acquiring resources?
- Are pupils encouraged to consider all career paths/occupations?
- Are governing bodies representative of the pupils, staff and local community that they serve?

## Equality Objectives 2021-2022

### 1. To continue narrowing the gaps in attainment between boys and girls

Both Progress 8 and Attainment 8 scores are above the national average but boys achieve less well than girls

		2019 <sup>Δ</sup>	2020*	2021*
	<b>Cohort</b>	<b>121 boys 141 girls</b>	<b>140 boys 126 girls</b>	<b>147 boys 123 girls</b>
	National all	<b>-0.03</b>		
Progress 8	Male	+0.32	+0.61	+0.78
	Female	+0.96	+1.42	+1.11
	<b>All pupils</b>	<b>+0.65</b>	<b>+0.99</b>	<b>+0.92</b>
Attainment 8	National all	46.7		
	Male	52.76	52.01	54.87
	Female	56.02	60.4	55.86
	<b>All pupils</b>	<b>54.6</b>	<b>55.99</b>	<b>55.32</b>

\* for Summer 2020 and 2021 there are no national benchmarks for Progress 8 and Attainment 8 scores due to the suspension of school performance tables. These are based on 2019 national benchmarks and included for comparative purposes only.

<sup>Δ</sup> in 2019, 5 pupils were not included in the performance tables because they were new arrivals to the UK. There were 267 pupils in the year group in total.

### 2. To continue narrowing the gaps in attainment and disadvantaged and non-disadvantaged pupils

Both Progress 8 and Attainment 8 scores for disadvantaged pupils are above the national average for all pupils, but they make less progress than the school average.

Measure	2019			2020*		2021*	
	National All pupils	All Pupils	DA Pupils	All Pupils	DA Pupils	All Pupils	DA Pupils
Number in cohort		267	84	266	79	270	88
Progress 8 Score	-0.03	0.65	0.47	0.99	0.67	0.92	0.46
Attainment 8 Score	46.7	54.6	48.3	55.99	52.73	55.32	49.04
% achieving Basics (9-5)	43	60	46	58	48	63	51
% Entering EBacc	40	70.2	60	70.3	63.3	67.8	58
EBacc average point score		4.99	4.28	5.1	4.7	4.98	4.28

\* for Summer 2020 and 2021 there are no national benchmarks for Progress 8 scores due to the suspension of school performance tables. These are based on 2019 national benchmarks and included for comparative purposes only

3. **To continue narrowing the gaps in attendance figures between disadvantaged and non-disadvantaged pupils**

Sept 2021 - Jan 2022	Pupils in group (Years 7-13)	Attendance %	Authorised Absences %	Unauthorised Absences %
Disadvantaged	445	92.00	4.50	3.49
Non-disadvantaged	1484	94.04	3.92	2.03

Sept 2020 - July 2021	Pupils in group (Years 7-13)	Attendances	Authorised Absences	Unauthorised Absences
Disadvantaged	525	89.68	6.18	4.14
Non-disadvantaged	1337	93.42	4.74	1.84

Sept 2019- July 2020	Pupils in group (Years 7-13)	Attendances	Authorised Absences	Unauthorised Absences
Disadvantaged	507	93.69	4.08	2.23
Non-disadvantaged	1319	95.21	3.50	1.29

<b>Sept 2018- July 2019</b>	<b>Pupils in group (Years 7-13)</b>	<b>Attendances</b>	<b>Authorised Absences</b>	<b>Unauthorised Absences</b>
Disadvantaged	552	93.51	4.60	1.89
Non-disadvantaged	1283	94.69	4.19	1.12

**HEADTEACHER**