



Equality Information and Objectives Policy

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1. Aims

Hardenhuish School aims to meet its obligations under the Public Sector Equality Duty (PSED) 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.

We promote respect for difference and diversity in accordance with our supportive values and help everyone to achieve their full potential according to their individual skills, needs and circumstances, whilst promoting equality of opportunity for all.

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. Role and responsibilities

The governors 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.
- 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.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

The equality link governor is Sophia Swatton. They will:

- Meet with the designated member of staff for equality regularly, and other relevant staff members, to discuss any issues and how these are being addressed.
- Ensure they're familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training.
- Report back to the full governing board regarding any issues.

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils.
- Monitor success in achieving the objectives and report back to governors.

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils.
- Meet with the equality link governor regularly to raise and discuss any issues.
- 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

Hardenhuish 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 where necessary, for example, during Leadership Forums or Staff Briefings. 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 year.

Hardenhuish school has designated members 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, Hardenhuish school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (for example, pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (for example, enabling Muslim pupils and staff to pray at prescribed times).
- Encouraging people who have a particular characteristic to participate fully in any activities (for example, encouraging all pupils to be involved in the full range of school clubs and visits.)

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing.
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups (for example, declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

6. Fostering good relations

Hardenhuish 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 during Culture Week 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 school parliament has representatives from different year groups and is formed of pupils and students 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

Hardenhuish School ensures it has due regard to equality considerations whenever significant decisions are made.

Hardenhuish 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 is accessible to pupils with disabilities and has equivalent facilities for all pupils and students (See Accessibility Plan).

8. Equality objectives:

8.1. Equality objective 1:

To further promote an ethos and culture of equality, diversity, and inclusion by enhancing the understanding and awareness of issues relating to protected characteristics and celebrating uniqueness, so students feel empowered and confident to be themselves.

8.1.1.Rationale: In the academic year 2022-23 there were 128 incidents logged under the Protected Characteristics category on CPOMS. These involved 73 pupils and students and of these the largest proportion were relating to racism (38), sexism (37), homophobia (35), and transphobia (17), and the largest proportion of incidents reported were regarding Year 9 pupils. The total number of incidents reported was a 120% increase on 2021-22. This highlights the importance of ensuring all students feel respected as individuals.

8.1.2.To achieve this objective, we plan to:

- Diversify the curriculum to incorporate the positive representation of all protected characteristics, ensuring it is inclusive of all students.

- Promote cultural understanding and awareness and celebrate various cultures and religious beliefs within curriculum areas, extra-curricular activities, and speakers.
- Celebrate diversity throughout the year through assemblies, displays, and events.
- Deliver staff training through hotspots to embed the Hardenhuish EDI Toolkit.
- Formation of a new pupil and staff EDI working group.
- Analyse the data about bullying incidents and protected characteristics.
- Raise awareness of the anti-bullying policy with specific regards to discriminatory behaviour and language with students through tutor activities and assemblies.
- Provide training to support staff in consistently recording, reporting, and taking appropriate action towards the use of discriminatory language and behaviour.
- AAHT has overall responsibility for EDI across the school.

Progress we are making towards this objective:

- Hardenhuish EDI toolkit has been created and introduced to staff.
- Curriculum areas have designed learning pathways that consider the representation of diversity and raise awareness of issues relating to protected characteristics.
- Tutor time sessions and PSRE lessons are designed to enhance the understanding and awareness of issues relating to protected characteristics and to promote EDI.
- Culture Week is a regular, calendared event.
- Data is collected annually about incidents of bullying linked to protected characteristics and shared with Governors.
- Procedures are in place that ensure that recording, reporting, and action takes place following incidents of discriminatory language and behaviours by students.
- Staff model expected behaviours and the language of respect.

8.2. Equality objective 2:

Monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities.

8.2.1.Rationale: Club attendance data for 2023-24 showed that whilst 28% of the total attendees at clubs were pupils in receipt of Pupil Premium (17.7% of school population), the figure for FSM6 pupils was 9%, which is slightly lower than their proportion of the school's population (12.3%). This highlights the importance of ensuring all students have the opportunity to develop skills for life and cultural capital.

8.2.2.To achieve this objective, we plan to:

- Analyse school data and trends and complete student voice regarding the participation of groups in extra-curricular activities.
- Promote 50 Things to do at Hardenhuish within Successful Lives.
- Formalise student leadership pathways to increase awareness of the breadth of leadership opportunities and improve the participation of all groups of students.
- Promote the student leadership opportunities in tutor time and assemblies.
- Promote Duke of Edinburgh Award at Bronze, Silver, and Gold levels.

- KS3 pupil mentoring by Year 11 and 12 students.
- Engage in charity fundraising throughout the year and during Charity Week.
- Highlight student achievements in aspects of personal development in Celebrating Success assemblies.

Progress we are making towards this objective:

- All statutory guidance regarding charging for school activities and trips is reflected in our policies and procedures.
- 50 Things to do at Hardenhuish maps our programme of extra-curricular activities.
- A comprehensive range of clubs and trips are accessible to all.
- An extensive range of student leadership opportunities including Student Leadership Team, School Parliament, Year Council, Prefects, Student Ambassadors, Wellbeing Champions, Sports Leaders, Dance Leaders, Library Ambassadors, and more, are available to all.

8.3. Equality objective 3:

Mitigate bias in our recruitment process in order to support equal opportunity for all applicants, regardless of race, disability or gender.

8.3.1. Why we have chosen this objective: The current school recruitment process has been in place for a significant number of years without review or monitoring to ensure that the process itself, and those staff and governors who are actively involved with shortlisting, interviewing and decision making, are cohesively working to support equal opportunity for all applicants, without bias. CIPD research identifies that less than 25% of UK employers make efforts to remove bias through testing the words of job adverts or checking that recruitment activities are objective, and only 28% of UK employers train interviewers on legal obligations and objective interview practice.

8.3.2. To achieve this objective, we plan to:

- Complete a review of all current recruitment documentation, to include advertisements and the school recruitment pack, and evaluate equal opportunity barriers i.e. the use of biased language.
- Ensure advertisements and documentation support an inclusive recruitment process, using best practice guidance from appropriate professional bodies i.e. CIPD, ACAS
- Share information with all members of staff and governors involved in recruitment and selection on equal opportunities and unconscious bias.
- Analyse school recruitment data and trends regarding race, disability, and gender. Provide analysis report to the governor Resources committee for evaluation.

Progress we are making towards this objective:

- Data on the gender pay gap is collated and published annually.
- Recruitment demographics were reported to Governors in term 6.

This document will be reviewed by and approved by the Strategy Governors Committee at least every 2 years.

9. Links with other policies

This document links to the following policies:

- 9.1. Accessibility plan
- 9.2. Staff Code of Conduct
- 9.3. Positive Behaviour Policy
- 9.4. SEN Policy