

Equality information and objectives

Northolt High School



Committed to excellence

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1. Aims

Our school aims to meet its obligations under the public sector equality duty 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

2. Legislation and guidance

This document 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](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, students 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 headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and students
- Monitor success in achieving the objectives and report back to governors
- Identify 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.

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:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have.
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students to be involved in the full range of school activities)

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

- Publish attainment data each academic year showing how students with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. 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 students

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 (PSHCE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, students will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Students 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 students within the school. For example, our school council has representatives from different year groups and is formed of students from a range of backgrounds. All students 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 students 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: *To narrow the progress gap between boys and girls in the school.*

Why we have chosen this objective:

- Year 11 GCSE results in 2018 indicated a significant gap in the progress being made by boys and girls and in-school data suggests this is set to continue in current Y8-11.

To achieve this objective we plan to:

- Monitor the progress of boys and girls at both a whole school, year group, subject and class teacher level in order to identify the obstacles to progress
- Put specific interventions in place in each year group to support students who are not progressing.
- Class teacher to identify interventions and monitor the progress of boys after each progress point.
- In Y8-10 most of these interventions will be Wave 1 (in-class) whilst in Year 11 a number of these interventions will include Wave 2 (small group withdrawal/in-class work) & Wave 3 (out of lesson/ after school support)

Progress we are making towards this objective:

- Subject and pastoral leaders have been made aware of the progress gap through the Year group Progress Point dashboards. Interventions in support of our identified Priority Progress students have been formulated and will progress will be monitored at the next progress point. In Year 11 our Action group (which is predominantly made up of

underachieving boys) is receiving mentoring from the senior leadership team and senior pastoral leads.

Objective 2: *Ensure boys and girls achievements are proportionally recognised and rewarded within school.*

Why we have chosen this objective:

- Analysis of achievement rewards and nominations for prize giving indicate boys' academic achievements have been under-represented.

To achieve this objective we plan to:

- Monitor the awarding of achievement rewards (such as Fabulous Friday lanyards, academic stars and Prize Giving nominations) to ensure that achievement of boys is fairly represented.

Progress we are making towards this objective:

- Monitoring of rewards has been put in place and steps have been taken to inform staff in order to promote and reward the achievements of boys.

Objective 3: *Narrow the progress gap of identified vulnerable student groups: White British, and students with a Special Educational Need or Disability.*

Why we have chosen this objective:

- National as well as historical and current in-school progress data indicate that students from these vulnerable groups significantly underachieve.

To achieve this objective we plan to:

- Monitor the progress of these key groups both at a whole school and at a class teacher level in order to identify the obstacles to their progress
- Put specific interventions in place in each year group to support students who are not progressing.
- In Y8-10 most of these interventions will be Wave 1 (in-class) whilst in Year 11 a number of these interventions will include Wave 2 (small group withdrawal/in-class work) & Wave 3 (out of lesson/ after school support)

Progress we are making towards this objective:

- Data is produced after each progress point which highlights the progress of these vulnerable groups

Objective 4: ***To make the school more inclusive and tolerant by promoting inclusion of the LGBTQ+ community***

Why we have chosen this objective:

- In order to better serve all members of our school community, promote it as a tolerant and inclusive place.

To achieve this objective we plan to:

- Run an LGBT+ extracurricular club
- Promote inclusion and tolerance through PSHCEE and assemblies
- Celebrating and recognise Pride Day through year assemblies
- Monitor incidents of bullying or discrimination

Progress we are making towards this objective:

- Created and displayed Safe zone posters across the school
- Student application form which allows students to self describe

9. Monitoring arrangements

The Curriculum and Standards Committee will update the equality information we publish at least every year.

This document will be reviewed by at least every 4 years.

This document will be approved by the Full Governing Body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Anti Bullying Policy
- Examination Policies
- PHSCEE policies
- Risk assessment
- SEND policies