



Equality information and objectives

2021- 2023

Stewart Headlam & Hague Schools Federation

<p>Approved by:</p> 	<p>FGB Chair of Governors</p>	<p>Date: 14th October 2021</p>
<p>Last reviewed on: Curriculum & Standards Committee</p> 	<p>24th September 2020 - updated to be adopted by Stewart Headlam 23rd September 2021 updated personnel and progress on equality objectives – no other changes</p>	
<p>Next review due by:</p>	<p>Sept 2022</p>	

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1. Aims

Our schools' federation 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](#).

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 equality link governor is Rhiannon Eglin. She will:

- Meet with the designated AHT Inclusion members of staff for equality every year, 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 Head of School will:

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

The designated member of staff for equality at Hague and Stewart Headlam is Alice Macfarlane she will:

- Support the heads of school in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every year to raise and discuss any issues

- Support the head teacher 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 schools are aware of their 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive training updates.

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

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

- Publish national end of phase attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement and implement actions in response.
- Make evidence available identifying improvements for specific groups (e.g. decline in incidents of bullying of children with an SEN.)

6. Fostering good relations

The schools aim 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, pupils will be introduced to literature from a range of cultures.
- Holding assemblies that address issues of diversity and equality. Inviting external speakers to come in as models of equality e.g. the Captain of the England Women's Cricket team.
- Working with our local community. This includes inviting members of different faith groups to speak at assemblies, and organising school trips based around the local community, e.g. visits to the local church and the Buddhist Centre.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils with a range of needs. 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 aim to develop 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, Equality Impact Assessments (EQIAs.)

The federation 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
- Can include all children regardless of their allergies

Written risk assessments are completed by members of staff organizing a trip and any measures taken to ensure the trip is accessible to all, are recorded.

The process of considering the impact of decisions on particular groups is called an **Equality Impact Assessment (EQIA.)** We need to consider the effect of a policy, practice or project on protected groups equally or whether it potentially may have a disproportionate effect on one or more particular groups. For example, if we chose to devote one section of the bottom playground to football only, would this practice have an adverse effect on any particular group? Would it be advantageous to any particular group?

EQIAs should help us ensure we are not unlawfully discriminating against certain individuals or groups and that we are promoting our positive duties on equality. It is a way to ensure we are meeting the diverse needs of all our pupils and staff. EQIAs should help ensure that diversity, equality and inclusion run through all areas of school life. This does not mean undertaking EQIAs for all policies and practices as of now. It is a process of thinking that can be included in the review of policies as part of the policy review cycle. EQIAs can also be considered for all new policies and specific projects, e.g. redesigning the EYFS playground.

It is not about more paperwork. It is a common sense approach to thinking about what effect policies and actions will have on race, disability, sex and other protected groups. The effect could be positive, neutral or negative.

Involving the children, young people, staff and members of the community who may be affected by our policy, practice or project, will provide the best opportunity for identifying impact, exploring solutions and supporting implementation.

See Appendix A for key questions that would form an EQIA.

8. Equality objectives

SHH Federation Schools Equality Objectives: 1 Advance Equality of Opportunity Between People		
Objective	Success Criteria	Outcomes Date
Attainment gaps between different groups across Reading, Writing and Maths are narrowed -underachieving girls -children with speech and language difficulties	1. Data analysis shows a diminishing gap between the attainment of these groups and the attainment of children not in these groups.	September 2021: Gaps between children have increased. Higher attaining children have maintained or accelerated aspects of learning due to remote learning being more suited to their learning styles and levels of independence (older

		<p>children) The digital divide also impacted on progress.</p> <p>2021/22 will focus on reviewing children who need additional support linked to pupil premium funding and catch-up interventions.</p> <p>Pupil Progress Meetings review groups and intervention impact.</p> <ul style="list-style-type: none">• Third Space Maths - Y5/Y6• New EYFS/KS1 NCETM number mastery• Bug club phonics and systematic synthetic phonics readers in class and online at home. <p>September 2020 - No National Data</p> <p>Gaps and differences currently under review post Covid Lockdown. Recovery Curriculum Autumn Term identifying and addressing gaps in learning supported by PiXL resources and half termly PiXL Consultant Review Meetings.</p>
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SHH Federation Schools Equality Objectives: 2 Foster Good Relations Between People

Objective	Success Criteria	Outcomes Date
<p>To enable parents new to the school and from other cultural backgrounds, to feel more included in the school community particularly by other parents through coffee mornings and parent meetings.</p>	<p>Existing parents welcome new families and socialize with them at the start and end of the school day and during school activities.</p>	<p>September 2021</p> <p>EYFS learned from previous year. Engaged with families for transition in the parks and open spaces as this worked well. Helped families to connect with neighbors of children attending each school.</p> <p>Online parent meetings had variable success. Some liked the remote link by phone, more Dads attended virtually.</p> <p>September 2020</p> <p>EYFS Home visits changed due to Coronavirus and Lockdown restrictions. Hague Amended to meet local families in the park. Encouraged families to set up links for neighborly support. Facilitated new friendships.</p> <p>For new families in other year groups Google Meet Coffee mornings will be introduced to be run by Federation Home School Liaison Staff initially to meet and be aware of each other and establish existing links.</p>

SHH Federation Schools Equality Objectives: 3 Eliminate Unlawful Discrimination, Harassment and Victimisation

Objectives	Success Criteria	Outcomes Date
<p>To eliminate discrimination, harassment and victimization based on religion, in particular addressing diversity within Islam.</p> <p>To eliminate discrimination of new arrivals, particularly those of a different cultural background.</p>	<p>Everyone at Hague/ Stewart Headlam, staff and children, will respect others' religious or non-religious and cultural background. Respect to be demonstrated through words and actions.</p> <p>When asked, new arrived children will report being included and having positive experiences with their peers. In the case of children not being able to speak English their opinion will be sought through a family translator.</p> <p>Staff will witness new arrivals being included socially.</p>	<p>Next Steps: From Sept 2021 Learning Mentor working across Stewart Headlam and Hague Schools. Establish new routines and relationships through breaktime games/ clubs and after school clubs.</p> <p>Assemblies and School council to explore issues of concern relating to playtimes and relationships.</p> <p>Spring Term 2021 -SHH Learning Mentors monitoring new arrival and starters in each school post lockdown.</p> <p>September 2020 Year 5 RE Humanism Unit includes dilemmas and role play to reflect on. Anti-Bullying Week Change Begins With Us 2019 and United Against Bullying Focus which will include age appropriate Black Lives Matter awareness linked to CBBC News round resources.</p>
<p>2020-2021</p> <p>Develop a Federation Relationships and Sex Education policy in line with the new government guidance Children have an understanding about relationships and sex appropriate to their age</p>	<p>EH / HoS and Healthy Schools leaders to work with a focus parent group to consult on possible changes and share information about government changes to RSE as well as local recommendations.</p> <ul style="list-style-type: none"> · Agree a RSE policy with governors · Meet with parents of every year group (one year group at a time) to share the new policy, curriculum and resources to support the lessons - completed May/June 2021 	<p>September 2021: RSE became RHE Policy Governors consulted parents and staff.</p> <p>Jigsaw curriculum reviewed and started to be taught. Focused on mental health and wellbeing initially. Included Summer Term: Relationships focus.</p> <p>Healthy Schools Leader on maternity leave. HoS will work with the TH Healthy Lives Team</p> <p>By July 2020 revised to July 2021</p>

9. Monitoring arrangements

The head teacher will update the equality information we publish at least every year.

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

This document will be approved by the curriculum standards committee.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Anti-Bullying Policy

Appendix A - Equality Impact Assessment, an example of questions we would ask ourselves.

KEY QUESTIONS	RESPONSE
What are the aims of the policy, practice or project?	
What are the specific outcomes you hope to see?	
Who are the intended beneficiaries of this policy or practice? (e.g. all staff/ students?)	
Can you identify any potential adverse or negative effects/impacts in the implementation of this policy, practice or project for certain individuals or groups - on the basis of their ethnic origin, cultural background, faith, disability, SEN, sex, sexual orientation, Looked After Children, age, and other criteria (for example EAL, asylum seekers)? Identify whom and how.	
Are there any positive effects/impacts? On whom and how? What evidence do you have to inform your thinking? This can include data, e.g. attainment data.	
If the effect on different groups is not justifiable, what solutions can we come up with to overcome this situation?	

