



The HENRY
BEAUFORT *School*

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Single Equality policy



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Policy Amended by:	Mrs J Scott	Dec 2021
Consultation by:	SLT	Dec 2021
Reviewed and Recommended by:	Welfare Committee	11/01/2022
Approved by:	Governing Body	03/02/2022
To be Reviewed	Annually	Jan 2023

Single Equality Policy

This Single Equality Policy aims to integrate equality into the school's core priorities and functions. It will inform our School Improvement Plan and will enable us to:

- Demonstrate how promoting equality and eliminating discrimination can help raise standards
- Ensure that equality and diversity are part of the school's core business both as a school and as an employer
- Promote community cohesion and good relations between students and staff of different backgrounds through education
- Inform the overall evaluation of our effectiveness in our self-evaluation form for future Ofsted inspections and the school improvement plan
- Place the school in a position, which is regarded by everyone as an environment that affords respect and fair treatment of all.

This Policy aims to bring together equality strands into one harmonised document and set out our school commitment to promotion of race, disability and gender equality as well as incorporating the newer legislation on age, sexual orientation, religion and belief and transgender.

The Equality Act 2010 covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the Act protects all of us against unfair treatment. The protected characteristics are:

- Age
- Disability
- Race
- Gender
- Gender reassignment
- Sexual orientation
- Pregnancy and maternity
- Religion or belief
- Marriage and civil partnership

In this school we also treat non – binary as a protected characteristic, this is not currently covered by the Equality Act.

Rationale

Our key equality and diversity objectives are:

- To be inclusive in providing equal opportunities for all students to access the curriculum with no barriers to learning
- To educate all students whatever their belief, race or religion for life in a diverse society and to treat everyone with respect
- For everyone to examine their own prejudices to prevent any form of unconscious discrimination
- To increase staff and student knowledge and understanding of equality and diversity issues
- To work with stakeholders to deliver more effective and equal outcomes for staff and students

Policies and Documentation

This Single Equality Policy is the key document describing how the school will meet its Public Sector Equality Duty. The school's approach to equality and diversity is also reflected in other policies including Positive Behaviour Policy, Admissions Policy, SEND Information Report, Educational Visits Policy, Anti-bullying Policy and the Prevent Duty. The

Equality Act also refers to schools in their role as an employer and the way the school complies with this is described in the recruitment policies and procedures in the adopted Hampshire County Council Manual of Personnel Practice.

Roles and Responsibilities

Governors are responsible for:

- ensuring that the school complies with all equality legislation
- approving and adopting the schools Single Equality Policy
- monitoring equality outcomes

The Senior Leadership Team of the school will be responsible for:

- promoting the Single Equality Policy both inside and outside the school
- ensuring that all staff fulfil their role with regard to delivering equality
- providing reports to the governing body and staff on how the policy is working, taking appropriate action where discrimination occurs

Parents/Carers will:

- have access to this document and be encouraged to support us
- have the opportunity to attend any relevant meetings/awareness raising sessions related to equality
- have the right to be informed of any incident related to this duty which could directly affect their child

Staff and students are responsible for:

- engaging with the school in eliminating any discrimination
- promoting a positive working environment
- showing a commitment to undertaking training and development within this area

Visitors to our school will be expected to respect and follow our single equality policy.

Key groups at risk

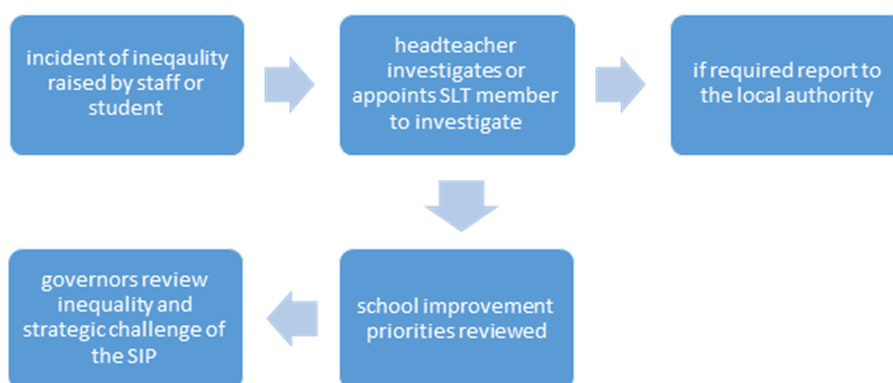
While the school recognises that any person or group of people can become victim to discrimination, victimisation or unfair treatment, people may be more at risk of becoming victims of inequality due to:

- Race
- Disability
- Gender, transgender and non binary
- Religion or belief
- Sexual orientation

You can find all the information about our school's SEND provision including our provision for inclusion in the school's SEND Information Report and the school's accessibility plan.

Responding to and reporting incidents

Instructions for the management of bullying are contained within the Positive Behaviour Policy and the Anti – Bullying Policy. Bullying that is perceived as discriminatory as described above must be reported to the Headteacher and may be required to be reported to the Local Authority. This is done by completing the Bullying and Prejudiced-Based Incident Recording Form. These are recorded on our School Information Management Systems, SIMS, sanctions or support are put in place and reported annually to the local Authority.



Monitoring and review

This Single Equality Policy will be reviewed annually by the governing body, unless there is specific reason for it to be reviewed earlier (for example an incident involving members of the school community or new legislation). Governors will review how effective it is in tackling discrimination, promoting access and participation, equality and good relationships between different groups, and for checking that it does not disadvantage particular sections of the community. Governors will also review evidence that it is being put into practice in school by staff and students, and whether there is any need for extra training or development sessions across the whole school to ensure it is promoted and implemented as far as possible.

Information will be gathered through:

- Identification of students, parents, carers, staff and other users of the school representing the different protected characteristics. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet security of information requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- student attainment and progress data relating to different groups;
- students' views, actively sought and incorporated in a way that values their contribution through student forums
- information about how different groups access the whole curriculum and how they make choices between subject options;
- sports and activities choices of all groups;
- uptake of the extended school offer by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development, and retention of employees;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

Annually the Senior Leadership Team will provide monitoring reports for review by the governing body. These will include:

- progress against targets relating to equality
- school population
- recruitment and retention

Information about The Henry Beaufort School

This is average-sized secondary school. The proportion of students eligible for additional government funding, known as disadvantaged, is below average. In this school, the funding is used to support students who are or who have been eligible for free school meals during the last 6 years, a child in care or a child with one or both parents in the armed forces in the last 3 years.

The proportion of students from minority ethnic groups is below average. The majority of students are of White British heritage. Fewer students than usual speak English as an additional language. Only a very few come to the school at the early stages of learning English. The proportion of students requiring additional support due to special educational needs/disabilities is average. The proportion for students with a statement of special educational need or an Education, Health and Care Plan is average. The school operates a resource base for students with hearing impairment admitted through a statement of special educational need or Education, Health or Care Plan.

Equality Related Performance

Based on 2021 TAGs:

Gender – There is a gap between boys and girls attainment. The average attainment 8 points for girls was 58, compared to an average of 51 points for boys. Additionally, there is a progress 8 gap of approximately a fifth of a grade between boys and girls progress; this reflects national trends and can be accounted for by the linear nature of the GCSE exams and the difficulty content of the new curricula.

English as an additional language – Historical exam results do not show any trends in student outcomes that indicate students who have a first language other than English do not perform as well as the rest of the cohort. The 2021 results indicated that the attainment scores for EAL students were similar, if not higher, than other students. The attainment of this cohort, 8 students, was higher than the other students, with an average attainment 8 point score of 68.

Diminishing the difference Disadvantaged students and SEND students (coded K and E) had a progress 8 score that was significantly below the national performance of non-disadvantaged and non-SEND students.

Objectives

Based on the analysis summarised above our Objectives are to:

1. Raise the attainment and progress of disadvantaged students.

Success criteria: Reduce the gap in attainment and progress between this group and the rest of the student population.

Strategies: [oversight of these strategies is currently led by the 1d i/c progress of vulnerable student groups]

- Implementation of the School Improvement Plan for disadvantaged students.
- Disadvantaged students / progress analysis in every data drop in every subject.
- Strategies for improving disadvantaged students' outcomes shared with Academic Leaders.
- Funding opportunities shared with Academic Leaders.
- Funding streams fully utilized in order to improve outcomes for this cohort - the PP funding document and the recovery plan document can be found on the school website

2. Raise the attainment and progress of students with special educational needs.

Success Criteria: Reduce the gap in attainment and progress between this group and the rest of the student population.

Strategies:

- SEND K (school support) and E (EHCP) students progress analysis in every data drop in every subject.
- Additional support provided by the SEND Team as required
- Best practice deployment of additional adult in class support

- *Guidance, advice issued and regularly updated on meeting individual and group needs.*
- *Close monitoring of students in this group by Academic Leaders, Subject Leaders and class teachers alongside the SENDCO with appropriate interventions put in place as necessary.*
- *Utilising external agency advice and support when relevant*
- *Additional INSET Training for staff to support SEND students*
- *Additional SEND observation strand in the lesson observation form*
- *All staff have a PM objective to develop high quality inclusive teaching strategy to accelerate the progress of SEND students*

3. Raise the attainment and progress of students who are attaining below age related expectations on entry to the school.

Success criteria: *Reduce the gap in attainment and progress between this group and the rest of the student population.*

Strategies: *[oversight of these strategies is currently led by the 1d i/c student life chances]*

- *Tier 1, 2 and 3 Literacy and numeracy interventions for students reaching different thresholds in their reading ages*
- *Literacy and numeracy interventions for students who arrive non-secondary-ready*
- *Monitor and evaluate students' progress analysis in every data drop in every subject.*
- *Strategies for improving students' outcomes shared by the 1D post holder and SENDCO with staff.*
- *Whole School Literacy and Numeracy strategies for all students*