



HIGHDOWN SCHOOL AND SIXTH FORM CENTRE

# EQUALITY STATEMENT AND OBJECTIVES

Aspiration – Respect – Excellence

## Monitoring, Evaluation and Review

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## HIGHDOWN SCHOOL AND SIXTH FORM CENTRE

### EQUALITY STATEMENT AND OBJECTIVES

This policy should be read in conjunction with the following policy/policies:

- Behaviour Policy
- Teaching and Learning Policy
- Assessment Policy
- Anti-bullying policy
- Accessibility Plan
- Inclusion Policy

Highdown School and Sixth Form Centre is totally committed to promoting equal opportunity and inclusion. The objectives below have been developed following a thorough equality analysis and underpin our work in demonstrating our commitment to providing an environment that is free from prejudice or discrimination.

#### Policies

This statement is to clarify how we establish equality objectives, how we assess the impact of our policies and procedures and the process of decision. Links to Academy policies are shown above.

#### Equality Duty Consultation

In April 2011 the Public Sector Equality Duty came into force in England, Scotland and Wales. This duty replaces the existing race, disability and gender equality duties.

The Equality Act says that schools and other public bodies must:

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relationships
- The Equality Act also identifies certain characteristics which are protected from discrimination. The protected characteristics/groups are:

Sex	Disability	Age (as an employer)
Race	Gender reassignment	Pregnancy and maternity
Religion or belief	Sexual orientation	Marriage and civil partnership

In line with our duties under the Equality Act, we analyse our existing practices and outcomes in relation to equality and consider objectives to help us improve further.

## Equality Analysis

These statements are based on an evidence base held by the school. The school analyses its provision in order to make sure that it promotes equality and helps everyone to make the most of their talents.

- Our examination results indicate that students from a range of different groups perform well and make better than expected progress compared to national figures. There are instances where this is not the case;
  - at GCSE and A level
    - Disadvantaged students do not make the same progress as their peers
    - Boys do not make the same progress as girls in English and maths
    - Black and Afro-Caribbean students do not make the same progress as their peers
- Our curriculum is judged as good. It includes options at KS4 and KS5 which maximise student choice. The curriculum is reviewed annually to ensure the needs of specific year groups are met.
- We have a strong PSHCE programme which addresses issues of equality and challenges stereotypes, including promoting understanding of, and meeting the needs of, LGBT staff and students.
- Extra-curricular opportunities are encouraged for all students, and those involved represent a cross section of the students that we have in the school, however, the Academy is taking steps to actively encourage wider participation in Drama, PE and Student Leadership; where we have seen an increase in uptake in minority group membership.
- Our support structures provide very strong support for students with Special Educational Needs as well as for students needing particular mentoring for other pastoral or academic reasons.
- Students with disabilities are a priority in terms of resourcing and support.
- We continue to take a strong stance on bullying; this includes harassment or victimisation on any grounds. We address the issue of homophobic language and continue to challenge racist or other discriminatory behaviours or language. The Academy is introducing a student led Inclusion Charter and new methods to help report discriminatory behaviours.
- The majority of students behave very well and have a commitment to their future. Where students need to modify their behaviour, they receive advice and strategies to help them do so.
- Our staff are well qualified and take pride in their work in the school. They include many of the different protected characteristics above, and relationships between staff and line managers are very positive.
- Fixed term suspension rates are higher for Black and Mixed Heritage students.

### Equality Objectives 2023-27

Protected characteristics		Policy Links
<b>To provide challenge for all students</b>	<ul style="list-style-type: none"> <li>▪ To move beyond deterministic notions of fixed ability and to model teaching and learning behaviours that avoid labelling</li> <li>▪ The Highdown Approach values Challenge for All &amp; Scaffolding to the top, enabling all learners to have high expectations, regardless of background.</li> </ul>	T & L Policy
<b>To reduce exclusion rates for Afro-</b>	<ul style="list-style-type: none"> <li>▪ Work closely with families where possible</li> <li>▪ Ensure students have good role models from both inside and outside school.</li> </ul>	Behaviour Policy

<b>Caribbean and Mixed Heritage students</b>		
<b>To improve progress for Afro-Caribbean and Mixed Heritage students</b>	<ul style="list-style-type: none"> <li>Continue to track and monitor gaps in achievement between groups and subjects.</li> <li>Continue to develop intervention programme to support underachieving groups</li> <li>Monitor the style of intervention to ensure it meets the needs of all students equally</li> </ul>	<p>Teaching and Learning Policy</p> <p>Feedback Policy</p>
<b>To remain committed to being vigilant about recording and reporting racist incidents</b>	<ul style="list-style-type: none"> <li>Ensure close tracking of discriminatory behaviour is maintained through allocated behaviour code.</li> <li>Training on what constitutes discrimination</li> </ul>	Anti-Bullying policy
<b>To develop further access to the site for students, staff, parents/carers and visitors who have disabilities.</b>	<ul style="list-style-type: none"> <li>Ensure that any new building work undertaken ensures full access for any disability</li> <li>Any improvement work undertaken should ensure that access is improved</li> <li>School will assess individual needs of students granted places and ensure that the timetabling and provision allows full equality of access</li> </ul>	Accessibility Plan
<b>To reduce the gap in attainment and progress between boys and girls at GCSE and A level</b>	<ul style="list-style-type: none"> <li>Continue to track and monitor gaps in achievement between groups and subjects.</li> <li>Continue to develop intervention programme to support underachieving groups</li> <li>Monitor the style of intervention to ensure it meets the needs of boys and girls equally</li> </ul>	<p>Teaching and Learning Policy</p> <p>Feedback Policy</p>
<b>To ensure the needs of young people from outside the UK, including refugees, are met.</b>	<ul style="list-style-type: none"> <li>Continue to develop the EAL provision for students who arrive with very little English through allocated staffing.</li> <li>Ensure students are grouped based on their need and not their level of English fluency</li> <li>Improve support for students who achieve spoken but not written fluency.</li> </ul>	Inclusion Policy
<b>To promote understanding of, and meet the needs of, LGBT staff and students.</b>	<ul style="list-style-type: none"> <li>Develop the Academy Inclusion Policy to include a LGBT policy.</li> <li>To develop the PSHCE programme to include LGBT awareness</li> <li>Provide a safe, welcoming environment for LGBT staff and students</li> <li>By providing support structures and information/resources to LGBT pupils on LGBT issues and support services.</li> </ul>	Inclusion Policy

	<ul style="list-style-type: none"> <li>▪ To respond to DfE guidance on LGBT, specifically Trans matters when published.</li> </ul>	
<b>To encourage wider participation in extra-curricular activities across the Academy</b>	<ul style="list-style-type: none"> <li>▪ Review of activities on offer to evaluate interest across diverse range of students</li> <li>▪ Targeted promotion of activities to young people in protected groups</li> <li>▪ Use of data to track, monitor, and target minority groups for participation in extracurricular activities.</li> </ul>	Inclusion Policy
<b>Non-protected characteristics</b>		
<b>To focus on the particular needs of disadvantaged students.</b>	<ul style="list-style-type: none"> <li>▪ Continue to implement “closing the gap” initiatives to ensure that more disadvantaged students make expected progress.</li> <li>▪ Additional resources to be made available to disadvantaged students to support their progress.</li> <li>▪ Ensure staff are aware of students’ needs.</li> </ul>	Inclusion Policy
<b>To ensure young people with chronic medical needs are supported to continue with their education</b>	<ul style="list-style-type: none"> <li>▪ Build deeper links with Cranbury College Medical Service.</li> <li>▪ Maintain contact and share learning opportunities with home and medical services to reduce impact of any missed school time</li> </ul>	Inclusion Policy
<b>To ensure members of our community with mental health needs are supported</b>	<ul style="list-style-type: none"> <li>▪ Training for all staff on adolescent mental health issues</li> <li>▪ Build a specialist provision (STAR Centre) who offer bespoke guidance and support to students and staff supporting students</li> <li>▪ To have staff train under the DfE Senior Mental Health Lead programme.</li> </ul>	Inclusion Policy

## Monitoring and Reporting

The school will report on the scheme implementation as part of its annual development plan. The methods of achieving the objectives will be refined each year and the outcomes reported to the governing body as part of the development plan process. These are also available to any interested party. This document will be reviewed on a four-year cycle.