

EQUALITIES DUTY POLICY

The Public Sector Equality Duty 2011 has three aims under the general duty for schools:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, religion and belief, and sexual orientation).

This information should also be read in conjunction with the equality objectives. In compiling this equality information, we have:

- Identified evidence of equality we already have within policies and practice and identified gaps. (policies on web-site).
- Examined how we engage with the protected groups, identifying where practice could be improved.

The Equality Policy at The Hamble School

This Equality Policy for The Hamble School brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

Our Equality Policy is inclusive of our whole school community – students, staff, parents/carers, visitors and partner agencies - who we will continue to engage with and who will continue to play an active role in the development of this policy.

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- Eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity.
- Foster good relations between groups.

It explains how we aim to listen to and involve students, staff, parents, governors and the community in achieving better outcomes for our children and young people and how we will continue to develop this in the future.

Our school within the wider context

The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation.

The school is a popular school. It serves the three southern parishes of the Borough of Eastleigh, adjacent to the eastern outskirts of the City of Southampton. The three parishes, Bursledon, Hamble and Hound are semi-rural communities, comprising predominately white working class families. The student body is also made up of an increasing number of students who travel from outside the catchment to study at the school. There is a high proportion of single parent families. Although there is a pocket of wealth, this is either associated with the sailing community or is in the main made up of older citizens. As of December 2021, 21% of the school population are currently entitled to free school meals. There is a small gender imbalance within the years 7-11 (boys = 591, girls = 552). Prior attainment for our intake is broadly in line with national average.

The last five years has seen improvement in a number of key measures, including attainment. The positive progress 8 figure over the last few years evidences that students at The Hamble School make more progress than other students from the same starting point nationally.

Information on students by protected characteristics

	Number of students' years 7-11	% of school population
EHCP	25	2%
SEND Statemented	-	-
SEND Provision	198	17%

Ethnicity

Ethnic group	Total number	% school population
Any other Asian background	6	0.5%
Any other Black background	2	0.2%
Any other ethnic group	2	0.2%
Any other mixed background	18	1.6%

Any other White background	72	6.3%
Bangladeshi	1	0.1%
Black - African	6	0.5%
Black Caribbean	1	0.1%
Chinese	6	0.5%
Gypsy/Roma	4	0.3%
Information Not Yet Obtained	5	0.4%
Pakistani	1	0.1%
Refused	4	0.3%
White - British	980	85.7%
White - Irish	1	0.1%
White and Asian	14	1.2%
White and Black African	9	0.8%
White and Black Caribbean	11	1.0%

Gender

Year Group	Total Boys	Total Girls	Total
7	112	131	243
8	121	87	208
9	131	109	240
10	133	127	260
11	94	98	192

FSM (Disadvantaged)

Year Group	FSM	% of year group	% of school population
7	56	23%	21%
8	35	17%	18%
9	46	19%	21%
10	57	22%	23%
11	45	23%	17%

Children looked after

The Hamble school has 8 children which is 0.7% of the population.

Year group	Number of CLA
7	3
8	1
9	1
10	1
11	2

Our approach

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life.

We are committed to providing all students with a challenging and aspirational educational atmosphere and we endorse a set of underpinning values that all members of the school community stand by. We promise to do our best to:

- Value and respect all individuals.
- Pursue excellence in every aspect of school life.
- Develop the talent, knowledge and skill of all individuals.
- Promote spiritual, moral, social and cultural development of all students.
- Ensure our learning environment is secure, attractive and stimulating.
- Recognise and celebrate individual and collective achievement.
- Prepare our students for responsible citizenship.

Our vision statement about Equality

The Hamble School seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups, but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

Our duties

We recognise and accept our equality duties as set out in the Equality Act 2010 and will continue to develop the involvement of the whole school community in the process in order to ensure better outcomes for all. Our duties are also guided by the United Nations Convention on the Rights of the Child.

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services.

These opportunities are likely to include, without being limited to, all or some of the following, dependent on our current priorities:

- the engagement, participation and involvement of a broad and diverse range of children, young people, their parents and partner agencies
- preparation for entry to the school
- school policies
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment and accreditation
- exam arrangements
- behaviour management approach and sanctions and rewards
- opportunities for pathways for progression for student options in the curriculum
- exclusion procedures
- school clubs, activities and school trips
- the school's arrangements for working with other agencies
- preparation of students for the next phase of education, training and employment
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of students
- student voice
- homework
- access to school facilities
- activities to enrich the curriculum
- school sports
- staff welfare

The roles and responsibilities within our school community

Our Headteacher will:

- Ensure that staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and informed about the Equality Policy.
- Oversee the effective implementation of the policy.
- Ensure staff have access to training which helps to implement the policy.
- Develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available.
- Monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information.
- Ensure that the School Leadership Team is kept up to date with any development affecting the policy or actions arising from it.

Our Governing Body will:

- Designate a governor with specific responsibility for the Equality Policy.
- Ensure that the objectives arising from the policy are part of the whole school action plan.
- Support the Headteacher in implementing any actions necessary.
- Engage with parents and partner agencies about the policy.
- Evaluate and review the policy and objectives Annually Our

School Leadership Team will:

- Have responsibility for supporting other staff in implementing this policy.
- Provide a lead in the dissemination of information relating to the policy.
- With the Headteacher, provide advice/support in dealing with any incidents/issues.

Our students will:

- Be involved in the development of the policy and will understand how it relates to them, appropriate to age and ability.
- Be expected to act in accordance with the policy.
- Be encouraged to actively support the policy.

Our parents/carers will:

- Be given accessible opportunities to become involved in the development of the policy.
- Have access to the policy through a range of different media appropriate to their requirements.
- Be encouraged to actively support the policy.

- Be encouraged to attend any relevant meetings and activities related to the policy.
- Be informed of any incident related to this policy which could directly affect their child.

Our school staff will:

- Be involved in the development of the policy.
- Be fully aware of the Equality Policy and how it relates to them.
- Understand that this is a whole school issue and support the Equality Policy.
- Make known any queries or training requirements.

Relevant voluntary or community groups and partner agencies will:

- Be encouraged to support the policy.
- Be encouraged to attend any relevant meetings and activities related to the policy.

Developing our Policy – Information

We have used data and other information about our school, and will (in the development of this policy), use a range of quality assurance methods to determine the effects of a policy, practice or project on different groups. These will help us to analyse whether what we are planning potentially has a differential impact on one or more particular groups (either positively or negatively). They help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. They help to ensure we meet the diverse needs of our students and staff and that diversity, equality and inclusion run through all areas of school life.

These quality assurance activities will continue to develop and show us: we know our school well and we will regularly collect information about ourselves in a variety of ways and other people help us to do this:

- Ofsted inspectors and Local Authority Advisors visit us regularly and report on equality issues during their inspection.
- We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, faith, disability and gender.
- We also value more qualitative information which may be given to us through student /learner voice mechanisms, less formally or even anonymously. Parent feedback is included as qualitative information.
- The Local Authority provides us with a range of services which support the equality agenda and helps us to identify our strengths and those areas requiring action.

Commissioned services (buying in services)

Increasingly we are directly responsible for the purchase of goods and services. We work closely with the local authority on procurement – buying in services - to ensure that equality issues are given full regard. When buying goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed procurement affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?
- If so, is there a need to include some equality requirement within the contract and what would this be?

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any sub- contractors.

Our Staff

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made.

We will ensure the safety and wellbeing of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators. We have a staff Code of Conduct for all employees.

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment. Our staff team have undertaken training to help them understand their equality duties/and or the differing needs of protected groups within our school community. We have mechanisms in place to identify areas for development.

Responding to hate or prejudice-based incidents and bullying

We recognise that hate incidents or prejudice-based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our school ethos and curriculum, we want our students to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We will record all hate incidents and prejudice based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

Implementation, monitoring

This policy is reviewed annually. It will be actively promoted and disseminated to parents via the school website and to students via core themes in the taught curriculum, assemblies and Student Voice.

Implementation, monitoring and review are the responsibility of our School Leadership Team and our Governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives. We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

Equality Objectives

Using the views of students, parents, staff and community and analysis of the information as outlined above, we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be reviewed in line with the school self-evaluation cycle (annually).

Our Equality Objectives

To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity.

To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.

To promote and increase understanding of British values through both our taught curriculum and wider curriculum activities, cultural development and understanding through a rich range of experiences both in and beyond the school.

To promote cultural development and understanding through a rich range of experiences both in and beyond the school.

To foster good relations further between different communities within the school and our wider community.

To continually consider how well the school ensures equality of opportunities for all its students.

To increase the extent to which all students, including in particular those with protected characteristics as defined by the Equality Act, feel valued and confident, and in consequence more likely to achieve their potential.

To increase the level of student voice by extending membership to include a fair representation of all students in the school, and in this way to foster good relationships in the School between those who have protected characteristics and those who do not.

To increase the membership of vulnerable students in out-of-school clubs and activities, and in this way to reduce or remove inequalities in attainment throughout the School, particularly inequalities relating to the protected characteristics listed in the Equality Act.

To narrow the gap between vulnerable groups of students and other students in access to homework support, and in this way to reduce or remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the Equality Act.

To implement the Whole School Priorities 2021/22, which are:

- Each department to have an engaging and challenging 5-year curriculum, with key T+L strategies and assessment embedded
- Departments to develop T+L/ assessment strategies that help students achieve their potential
- Departments to develop strategies that help close the vocabulary gap
- Subject areas to have above average outcomes
- Establish a range of professional developmental pathways for all staff
- Develop a culture and ethos of valuing the wellbeing of staff
- Create a culture where students are well-behaved, tolerant, responsible and kind
- Develop a culture of strong student voice and leadership across all year groups which encourages students to be proud to represent The Hamble School
- Engage with schools/ other organisations to (1) improve T+L; (2) raise the school's profile
- Engage with local primary schools/ 6th form providers to improve the educational experiences of our children

To increase staff understanding of equality and its implications on a day to day basis, and in this way to reduce or remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the Equality Act.

Title of Policy	Equalities Duty Policy
Review Cycle	Annual
Policy prepared by	SPK
Committee responsible	Learning & Achievement
Statutory/Discretionary/School	Statutory
Date of last FGB approval	30 November 2021
Date of interim review by governors	12 January 2022
Date of next review by FGB	November 2022