



FOREST HILL SCHOOL POLICY

Equalities Information & Objectives

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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](#).

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 two 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 pupils
- Monitor success in achieving the objectives and report back to governors

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.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

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 (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 enrichment activities)

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

- Publish attainment data each academic year showing how pupils 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 pupils. This data is contained in Appendix 1 (p7) at the end of this document.

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 (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils 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 pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. 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 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 pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equalities objectives

Objective 1: To further reduce the difference in achievement between disadvantaged students and their peers (as measured by Progress 8) to be in line with the national average by August 2022 (although it is our aspiration to be better than national performance).

Why we have chosen this objective: We have a significant achievement gap between disadvantaged students and their peers

To achieve this objective we plan to:

- Continue to develop the key recommended actions from the April 2018 disadvantaged provision review
- Prioritise disadvantaged students for interventions to improve GCSE outcomes

Progress we are making towards this objective: Will be measured first in August 2021

How we will monitor progress:

We will use internal data for Y10 and 11 to include:

- School P8 gap between PP and non-PP students
- Gap between school PP students and national non-PP students (using last set of national published data)

Objective 2: To gain the Silver Award for Stonewall School Champions status in order to further promote our work to address discrimination against LGBT members of the community. This to be done by September 2021

Why we have chosen this objective: We would like to build on our Stonewall Bronze Award experience to become a community which actively promotes LGBT rights in our community

To achieve this objective we plan to: Implement an action plan to gain Stonewall Silver Award status

Progress we are making towards this objective: Will be assessed after the deadline for applications for Silver Award status in June 2021

How we will monitor progress:

- Regular monitoring of the action plan by meeting between the Headteacher and the teacher leading this initiative. Progress will be specifically measured against the Silver Award success criteria.

Objective 3: To further reduce the difference in achievement between BCRB students and their peers (as measured by Progress 8) to be in line with the national average by August 2022, although it is our aspiration to be better than the national performance.

Why we have chosen this objective: We have a significant achievement gap between BCRB students and their peers

To achieve this objective we plan to:

- Ensure that our anti-racism working group makes clear recommendations for action on BCRB achievement
- Prioritise BCRB students for interventions to improve GCSE outcomes
-

Progress we are making towards this objective: Will be measured first in August 2021

How we will monitor progress:

We will use internal data for Y10 and 11 to include:

- School P8 gap between BCRB and non-BCRB students
- Gap between school BCRB students and national non-BCRB students (using last set of national published data)

Objective 4: To increase representation of BAME colleagues at middle and senior leadership levels in the school. This to be measured in July 2023.

Why we have chosen this objective: We want BAME representation at all levels of our staff to better reflect the diversity of the school community. In order to ensure that our recruitment procedures comply with equality legislation and so promote diversity.

To achieve this objective we plan to: Train all members of staff and governors involved in recruitment and selection, equal opportunities and non-discrimination by the end of the 2021-22 academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Progress we are making towards this objective: Will be measured in July 2022.

How we will monitor progress:

- Training will be complete for staff and governors involved in recruitment
- Evaluations will show good understanding of key principles and legal requirements
- BAME representation of staff in July 2022 (and July 2023) vs January 2021

9. Monitoring arrangements

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

This document will be reviewed by the headteacher at least every 2 years.

This document will be approved by the Resources subcommittee of the Full Governing Board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Equal Opportunities Policy
- Behaviour and Relationships Policy
- Teaching and Learning Policy

Appendix : Equalities Information 2022

Students Special Education Needs (SEN) Provision	Number of Students	Percentage of school population
No Special Education Need	882	80%
SEN Support	191	17%
EHCP	27	3%

Total 1100

Ethnicity	Boys	Girls	Total	Ethnicity	Boys	Girls
Any other Black background	47	0	47	Sri Lankan Other	3	0
Any other mixed background	65	0	65	Sri Lankan Tamil	27	0
Bangladeshi	9	0	9	Traveller of Irish heritage		
Black - Somali	16	0	16	Turkish/Turkish Cypriot	14	0
Black Caribbean	135	0	135	Vietnamese	2	2
Chinese	4	0	4	White - British	373	3
Gypsy/Roma	1	0	1	White - Irish	4	0
Indian	11	1	12	White and Asian	32	0
Information not yet obtained	3	0	3	White and Black African	12	0
Other Asian	18	0	18	White and Black Caribbean	55	0
Other Black African	69	3	72	White European	100	1
Other ethnic group	12	0	12	White Other	41	0
Pakistani	12	0	12			
Refused	25	0	25			

Religion	
Buddhist	0
Christian	358
Hindu	36
Jewish	4
Muslim	135
No Religion	370
Other Religion	26
Refused	79
Sikh	5
Not collected	87

Pupils with English as an Additional Language (EAL)	Boys	Girls	Total	Percentage of school population
Number of pupils who speak English as an additional language	344	3	347	32%
Number of pupils who are at an early stage of English acquisition	15	0	15	1%

Pupils from low income backgrounds FSM	Boys	Girls	Total	Percentage of school population
Number of pupils eligible for Free School Meals	241	1	242	22%

We do not collect data from our student body with regard to sexual orientation and gender reassignment status.

We choose not to disclose data collected from our student body relating to their status as young carers, children looked after or membership of another vulnerable group.