



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 during Ramadan)
- 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: The difference in achievement between disadvantaged students and their peers (as measured by Progress 8) to be in line with Progress 8 of non-disadvantaged students nationally by August 2025

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 in August 2025

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 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 2025, 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 2025

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 3: To ensure there are leadership and training opportunities for BAME colleagues to aspire to leadership.

Why we have chosen this objective: We want BAME representation at all leadership levels of our staff to better reflect the diversity of the school community.

To achieve this objective, we plan to:

All BAME colleagues have access to relevant leadership training as identified in their performance management process at school level, and by external providers such as those offering national professional qualifications

Progress we are making towards this objective: Will be measured in August 2025.

How we will monitor progress:

- Performance management records
- Internal training records for leadership development CPD
- Records of colleagues attending external leadership courses

Objective 4: To work towards gaining the CRED accreditation through Leeds Beckett University

Why we have chosen this objective: We want to ensure we are being an actively anti-racist school community with a fully inclusive and de-colonised curriculum.

To achieve this objective, we plan to: Implement an action plan to attain the accreditation in Autumn 2025

Progress we are making towards this objective: We have held our initial meeting with CRED and have formulated an action plan in conjunction with school governors. We will be assessed by CRED in Autumn 2025.

How we will monitor progress:

- Regular meetings with governors to discuss progress toward the objective
- Regular monitoring of the action plan

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

Appendix : Equalities Information 2024

Students Special Education Needs (SEN) Provision	Number of Students	Percentage of school population
No Special Education Need	827	76%
SEN Support	264	24%
EHCP	22	3%

Total 1091

Ethnicity	Boys	Girls	Total	Ethnicity	Boys	Girls	Total
Any other Black background	22	1	23	Sri Lankan Other	4	0	4
Any other mixed background	61	3	64	Sri Lankan Tamil	23	0	23
Bangladeshi	6	1	7	Traveller of Irish heritage	0	0	0
Black - Somali	11	0	11	Turkish/Turkish Cypriot	12	0	12
Black Caribbean	89	2	91	Vietnamese	5	0	5
Chinese	5	0	5	White - British	409	11	420
Gypsy/Roma	1	0	1	White - Irish	3	0	3
Indian	8	0	8	White and Asian	36	0	36
Information not yet obtained	8	0	8	White and Black African	16	0	16
Other Asian	11	0	11	White and Black Caribbean	53	0	53
Other Black African	83	7	90	White European	73	2	75
Other ethnic group	19	1	20	White Other	56	3	59
Pakistani	22	0	22				
Refused	24	0	24				

Religion	
Buddhist	7
Christian	338
Hindu	34
Jewish	5
Muslim	128
No Religion	404
Other Religion	28
Refused	59
Sikh	4
Not collected	84

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	441	16	457	42%

Pupils from low income backgrounds FSM	Boys	Girls	Total	Percentage of school population
Number of pupils eligible for Free School Meals	256	5	261	24%

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.