

Hanwell Fields Community School – Equality Objectives II 2017-2018

PART ONE – EQUALITY ANALYSIS

Protected Characteristic	Group	What evidence do we hold that we <u>eliminate unlawful discrimination, harassment and victimisation?</u>	What evidence do we hold that we <u>advance equality of opportunity</u> with those who share a protected characteristic and those who do not?	What evidence do we hold that we <u>foster good relations</u> with people who share a protected characteristic and those who do not?	What action do we need to take –these will form your objectives (see overleaf)
Race	All:	Equality Guidelines Monitor our ECM documents to evaluate equality of opportunity Anti-Bullying Policy. Harassment Policy Staff well-being group	Inclusion Policy, celebrate diversity Multi Chaplaincy Assemblies and theme days Kitchen and cultural awareness, Hindu, Jewish festivals Parents support for EAL Parents, & Pupils	School activities to promote positive attitude to support protected groups, community activities, celebrate diversity, provision of translators. HT Newsletter Parent Council Academy Vision Statement. And Values	Translation of key documents make clear for parents – on demand Continue to gather group voice
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, record of cases, recruitment monitoring, 121 meetings with line managers, advice sought from HR. Staff Well being group	Those with protected characteristics included in Equality Steering Group and policy development, Fair recruitment processes, documents translated.	Include staff with protected characteristics in activities, culture of academy, teamwork. staff briefings, monitoring of workforce <i>EAP Scheme.</i>	Continue to gather voice through through staff survey and well being group
	Pupils:	Admissions Policy, racial incident forms, Principal’s report, Governors minutes, comparable attainment data, SIMS records, analysis of ‘micro population groups’ as defined by Ofsted.	RE Curriculum, Chinese New Year, extended school activities, anti-bullying policy, use data to identify groups and implement planned interventions to meet needs, extended school activities to include all groups, EAL support, review exam results to determine actions and interventions, Student mentoring. School Counselling Service, Student Council/Voice. ECM Tracker ASC analysis	Monitor types of bullying, taking seriously reasons for school refusal, celebration assemblies, support national events, culture weeks, displaying student photos. School Counselling Service, Student Council/Voice., clocks world wide time	Raise awareness and celebration of race through assemblies, books and visual prompts

Disability	All:	Equality Guidelines, Harassment & Bullying Policy. Accessibility Policy	Inclusion Policy, Equalities statement, DDA Compliance. DDA compliance – reasonable adjustments made.	Forums and Newsletters. Communications record with parents of children with disabilities and provision for staff under DDA, Academy Vision Statement.	Review access to the school, wheel access to use of electronic gates to be installed
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Disability (Cont'd)	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, recruitment and promotion data, support plans and info on phased returns, data on staff registered disabled. Teaching & Learning Policy	CPD access, dialogue with unions and other forums, staff welfare committee, EAP scheme, staff survey, staff counselling, fair recruitment procedures.	Fair and transparent HR processes, Occupational Health screening, IMASS, reasonable adjustments made, EAP scheme, staff briefings. CIC Counselling and Staff Wellbeing group to support Mental Health and Wellbeing	Constant HS Walk in place Governor Monitoring visits attendance in walk
	Pupils:	SEN Policy, SEN achievement data, data on disabilities and adjustments made, evidence of exam access, interviews with parents, DDA compliance, student support from Academy, Disability & Access Policy, EHCP, SEN/School Action Plus, Admissions Policy, analysis of groups.	Assemblies, RE curriculum, parent's forums and workshops, discussions on tolerance, School Counselling Service, Student Council/Voice.	Supporting students with disabilities, staff advised via medical pen pictures, strategies in place, School Counselling Service, Student Council/Voice.	Constant HS Walk to make sure access)
Sex	All:	Equality Guidelines, Harassment & Bullying Policy.	Equality Guidelines, Inclusion Policy.	HR policies and procedures, CIC	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, tribunals, 121 meetings. Equal pay claims, cases of whistleblowing, recruitment and promotion data.	CPD access, EAP scheme, Staff survey.	Fair and transparent processes, training availability and attendance, staff briefings, Occupational Health screening, EAP scheme.	

	Pupils:	Admissions Policy, Pupil results, evidence of improvement, pupil data, incident forms, Governors minutes, SIMS, Student Support Panel, tutor time, analysis of 'micro population groups' as defined by Ofsted. Accessibility Policy	Inclusion, curriculum, assemblies, behaviour policy, School Counselling Service, Student Council/Voice.	Curriculum, syllabus data, training availability and attendance, assemblies, School Counselling Service/school nurse drop in, Student Council/Voice.	Representation of books audit
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Gender Reassignment	All:	Equality Guidelines, monitoring forms and surveys, Community Cohesions Policy, Harassment & Bullying Policy.	Inclusions Policy, staff well being group.	Awareness of nationally recognised support groups who provide info e.g. GRES and MERMAIDS. Forums and Newsletters, EAP scheme, School Counselling Service, Academy Vision Statement.	Policy through governance
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment and promotion data for transgender, policy/guidance for staff transition.	Staff training, clear recruitment processes, EAP scheme.	Transgender staff included at central office policy development	Include transgendered staff at local level policy/process development, EAP scheme, staff briefings.
	Pupils:	Achievement data on gender dysphoric pupils, recording all equalities incidents, policy/guidance on pupil transition, incident reports, Governors minutes, Principals report, comparable attainment data, SIMS, Student Support Panels, Admissions Policy.	Anti-bullying to include specifically transgender (see Home Office booklet). PSHE or citizenship item on transgender, School Counselling Service, Student Council/Voice, Students Policy.	Monitor type of bullying, content of graffiti, taking seriously the reasons for school refusal and being bullied if gender related, assemblies to promote ethos & diversity, School Counselling Service, Student Council/Voice.	Policies to be review to include transgender agenda
Pregnancy & Maternity	All:	Equality Guidelines, Harassment & Bullying Policy, Community Cohesions Policy.	Compliance with Guidelines and Policies, Inclusion Policy.	Ongoing communication and support, Academy Vision Statement.	

	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Recruitment and promotion data, rate of return post maternity leave, HR policies and procedures, Adoption Policy, Grievance Procedure, tribunals.	Compliance with legislation, maternity entitlements, Flexible Working Requests / adjustments made.	Celebration of pregnancies and births, KIT days, invitations to academy events, paternity leave granted, Staff Briefings.	
	Pupils:	Exclusions Policy, SEN Policy, data available, SSP minutes, student pen pictures, tutor time/PHSE, Admissions	Adjustments to support learning, liaison with other agencies, flexibility over curriculum and	Support network from pastoral team, student encouraged to maintain links with school during	
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Pregnancy & Maternity (Cont'd)	Pupils: (Cont'd)	Policy, achievement data, adjustment to timetable.	exams, curriculum, results analysis, specialist centres, School Counselling Service Student Council/Voice.	absence and kept informed of student activities, ongoing communication and support, curriculum, liaison with parents, assemblies, School Counselling Service, Student Council/Voice.	
Age	All:	Equality Guidelines, Harassment & Bullying Policy, Community Cohesions Policy.	Compliance with Guidelines.	Academy Vision Statement.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment and promotion data, age profile of staff, HR policies/procedures and guidance, CPD availability and attendance.	Compliance with legislation.	All events inclusive, CPD inclusive of all age ranges, community volunteers, guest speakers.	
	Pupils:	Tutor time, pupil curriculum.	School Counselling Service, Student Council/Voice.	All events inclusive, school work experience, community volunteers, curriculum progression, guest speakers, assemblies	

				, School Counselling Service, Student Council/Voice.	
Religion and Belief	All:	Equality Guidelines, , Harassment & Bullying Policy, awards for cultural diversity.	Inclusion Policy, available, time off for religious observation. Multi Chaplaincy Pray Space for visitors accommodated	community involvement.	Make children aware that there are toilets are equality access – non gendered
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment and promotion data, 121 meetings with line managers.	Fair recruitment processes, documents translated, adapted facilities for washing, Faith Room available, fair recruitment processes.	Assemblies, awareness and community involvement, Faith Room made available if needed, time off for religious observation, staff briefings, school's calendar adapted to meet the needs of majority religious group, Academy Vision Statement.	
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Religion & Belief (Cont'd)	Pupils:	Group Equal Opportunities Student Statement, Admissions Policy, Tutor time.	RE curriculum, use data to identify groups and implement interventions, extended school activities for all, School Counselling Service, Student Council/Voice.	Students provided with time and space to observe, assemblies, community involvement, Faith room, time off for religious observation, School Counselling Service, Student Council/Voice, School calendar adapted to meet the needs of majority religious group.	Faith Space and Nurture Space so children/staff have a space to work – chaplain
Sexual Orientation	All:	Equality Guidelines, Harassment & Bullying Policy.	Inclusion Policy.	Academy Vision Statement	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, 121 meetings, recruitment data, grievance outcomes.	Fair recruitment processes, engage staff in policy development, EAP scheme.	Staff briefings, EAP scheme, 121's, assemblies.	

	<i>Pupils:</i>	Admissions Policy, Tutor time, incident forms, Governors minutes, comparable attainment data, SIMS, Student Support Panel, pupil population data – benchmarked against local population data, pupil exclusion for discriminatory behaviour, analysis of ‘micro population groups’ as defined by Ofsted.	RE curriculum, data to identify and implement interventions, School Counselling Service, Student Council/Voice.	Team work, any needs identified and strategies put in place to support students, assemblies/guest speakers, School Counselling Service, Student Council/Voice.	Book review audit coverage
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PART TWO – EQUALITY OBJECTIVES

Equality Objective 1

Audit Curriculum to make sure that there is exposure and opportunity for celebration of all protected characteristic, with opportunities to raise awareness through PSHCE

We will complete this by (Date): Sept 2017

Why we have chosen this objective:

We believe in a rich environment that exposes pupils to all the protected characteristics, providing opportunities to celebrate the protected characteristics and develop children's, staff and community awareness of needs and embrace the school's values. .

To achieve this objective we plan to:

Audit our books in the library
Audit our PSHCE Curriculum and additional learning opportunities
Calendar key events in diary to celebrate through enrichment opportunities.

Progress we are making towards achieving this objective:

Equality Objective 2 Accessibility through gates by wheel chair users (to be completed by Sept 2017)

Why we have chosen this objective:

Equality of Access to Gates by disabled users. Our gates though automatic are too heavy for wheel chair users to open on their own. This mean that the parent users of Nursery and school are left having to ask for help or move round to the main entrance door to be assist in. This doesn't allow equality of access or independence to come and go as a parent. Therefore, as a school we want all parents, pupils and community users to feel equal in the access to the school.

To achieve this objective, we plan to:

- Involve disabled parents (wheel-chair bound users) to make sure their voice is heard.
- Gain quotes for the work and use capital spending for the improvements
- Involve parent to liaise with alterations to make sure needs are met

Progress we are making towards achieving this objective:

Appendix 3 - Equality Template Policy Matrix

X = Not applicable * Applicable

Policy	RACE	DISABILITY	SEX	GENDER REASSIGNMENT	PREGNANCY AND MATERNITY	AGE	RELIGION AND BELIEF	SEXUAL ORIENTATION
Admissions Policy	*	*	*	*	*	X	*	*
Adoption Policy	X	X	X	X	*	X	X	X
Community Cohesion Policy	*	*	*	*	*	*	*	*
Disability & Access Policy	X	*	X	X	X	X	X	X
Exclusions Policy	X	X	X	X	*	X	X	X
Equality Guidelines	*	*	*	*	*	*	*	*
Equal Opportunities Statement	*	*	*	*	*	*	*	*
Grievance Procedure	*	*	*	*	*	*	*	*
Harassment & Bullying Policy	*	*	*	*	*	*	*	*
Inclusions Policy	*	*	*	*	*	X	*	*
Recruitment & Selection Policy	*	*	*	*	*	*	*	*
SEN Policy	X	*	X	X	*	X	X	X

Appendix 4 - Equality Objectives Web Site Example Page

Welcome to the Hanwell Fields Community School equality page. Here you will find details of how we meet our duties under the Equality Act 2010 and support our commitment to providing an environment in which each individual has complete equality of opportunities and do not suffer any discrimination, whether directly or indirectly.

Our General Equality Duty

In October 2010, the new Equality Act introduced a Public Sector Equality Duty, which requires the Academy to have due regard to the need to:

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

Protected Characteristics

There are 9 Protected Characteristics under the Equality Act; Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex and Sexual Orientation. The Equality Duty requires the Academy to consider how our activities affect the people who share these different protected characteristics and to publish information to show how we do this.

Equality Information

In order to meet our Equality Duty, we are required to publish Equality Information about how our policies and practices affect those with Protected Characteristics. To this end we have conducted an Equality Analysis to assess and demonstrate our compliance with our Equality Duty. A copy of this analysis is attached as Appendix 1. We will conduct this analysis on an annual basis.

Equality Data – Information on the Pupil population / Information about our employees.

Equality Objectives

As well as publishing Equality Information, we are required to establish at least one Equality Objective to address any areas of inequality, or possible inequality, identified as part of our analysis. Details of our objectives can be found in Appendix 2. We will publish Equality Objectives at least every four years.

Business Planning

During our business planning process we ensure that we take into account the effect of our decisions on different groups. We consider if there are any unintended consequences for some groups and whether our business plan will be fully effective for all target groups.

Further Information

Further information regarding our commitment to equality can be obtained by contacting Mrs Harry Paget-Wall Collins (Head Teacher)

Date for Governors	May 2017
Audience	All stakeholders
Date for Review	May 2019
Written By	Equality Objectives Working Group and Mrs Harry Paget-Wall Collins