

Hill View Academy Equality Information and Objectives Statement



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Review Frequency	Annually (compliance) 4 years (objectives)
Status	Statutory
Approved By	Headteacher
LGB	Jo George
SLT Member Responsible	Headteacher
Equality Impact Check	Completed

Introduction

Our vision and ethos are at the heart of everything that we do at Hill View Academy. It states that:

- Hill View will put children at the heart of every decision
- We will be inclusive, serving the needs of the whole community
- We will work with other partners to improve outcomes for children
- We will be open and honest, friendly and supportive of one another
- We will see the positives and potential in everyone
- We will have a collective responsibility to the school and the community we serve

Aims

The purpose of this Equality Information and Objectives Statement is to ensure that Hill View Academy complies with the requirements of the Equality Act 2010. As a school, we welcome the principles of the act and understand our duty 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

The principles of this Statement apply to all members of the school community, pupils, staff, governors, parents/carers and community, and guarantees that no person is discriminated against because of:

- Age
- Gender,
- Race,
- Disability
- Religion and belief (including lack of belief)
- Sexual orientation (including gender reassignment)
- Pregnancy (including maternity)

Legislation and Guidance

This document meets the requires under the following legislation and guidance:

- The Equality Act 2010
- The Equality Act 2010 (Specific Duties) Regulations 2011
- Department of Education Guidance

Roles and Responsibilities

The Local Governing Board will ensure:

- Equality information and objectives are published and communicated through the website to all members of the school community
- That these are reviewed and updated at least once every four years
- That the Headteacher is responsible for monitoring the achievement of the objectives
- That a link governor is identified who will attend appropriate equality and diversity training, ensure that the school is compliant with this policy and report back to the Local Governing Board regarding any issues

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor and report back to the Local Governing Board on achieving the objectives
- Identify a named member of staff to promote equality throughout the school
- Identify and deliver, alongside the named person, training as required

Named Staff:

- The Headteacher, Kate Eastwood
- LGB member; TBC

Eliminating Discrimination

The school is committed to eliminating discrimination in all its forms and is proactive in its approach. New staff will receive training as part of their induction and all staff will receive regular training.

This school will not tolerate harassment, discrimination or bullying of any sort.

Promoting Equality

At Hill View Academy, we are committed to ensuring equality of opportunity for all pupils, staff and those accessing the school. We will work tirelessly to ensure that all pupils and staff are encouraged to achieve their full potential by creating a culture of respect for others, and by recognising and celebrating differences. We also recognise the importance of ensuring that policies and procedures are effective in promoting equality, cohesion and tackling discrimination.

We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We aim to develop a culture of inclusion and diversity where people feel able to participate fully in school life and contribute to the community. We will strive to create a community where pupils, and others, are well prepared for life in our diverse society.

We aim to create a school community that:

- recognises and respects diversity
- fosters positive attitudes and relationships
- includes a shared sense of belonging
- promotes social inclusion, community cohesion and equality by reducing and removing any existing barriers & inequalities
- challenges and acts upon discrimination and inequality

Staff will ensure that:

- pupils are taught in an inclusive environment where all pupils can access and participate in school activities safely, and where they feel valued
- resources and displays reflect the experience and backgrounds of the range of people living in the UK
- our curriculum reflects the society we want to encourage, one that respects diversity, reinforces positive community values and promotes human rights and equality through our curriculum work, ensuring that we provide a broad and balanced curriculum, that upholds 'British Values'
- discrimination and harassment are challenged and eradicated

We also recognise our duties as an employer and will ensure that we comply with the Equality Act 2010, both in regard to our recruitment and selection of staff but in our conduct towards each other.

In order to meet our duties under the Equality Act 2010 we will:

- Collect relevant data to analyse the impact of our policies and practice, and review our equality objectives in light of findings from the data
- Develop systems to ensure that the voice of pupils, staff, parents and the wider community is heard
- Develop and report our equality work as part of our business planning, school improvement, and school self-evaluation processes
- Publish equality objectives, actions and impact
- Have clear policies, procedures and monitoring in place for dealing with any issues/concerns
- Ensuring that all policy and best practice guidance is followed in the recruitment, training, promotion and pay of staff
- Ensure that the Local Governing Board of the school reflects the community we serve and carries out its duties in a clear, transparent and fair manner
- Ensure that due regard is given to equality considerations when decisions are being made
- Ensure that any lettings or use by the community is in keeping with the general aims and ethos of the school

- Keep an Equality Impact Checklist

Links to other Policies/Documents

- Accessibility plan
- Equality Impact Checklist
- Children with Health Needs who Cannot Attend School Policy
- First Aid and Supporting Pupils with Medical Conditions Policy & Procedure

EQUALITY OBJECTIVES: 2020 - 2024

Hill View Academy

Using the views of pupils, parents, staff, governors and community and equality 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 every 4 years.

Equality Objective:	Reason for the objective:	Action:	Staff	RAG
By 2024, to diminish the differentials between boys and girls	Boys achievement is weaker than girls.	<ul style="list-style-type: none">• Research evidence on raising outcomes for boys• Training & resourcing implications• Monitor outcomes by gender	Michelle Bedford Lisa Lockwood	
To improve the support given to children with SEND, in order that they can reach their potential at the end of EYFS/KS1/KS2	Diminishing differentials between pupils with SEND and those without.	<ul style="list-style-type: none">• To identify children whose health needs are impacting on their ability to attend school• To put together a package of support that may include<ul style="list-style-type: none">- a referral to the SENDCo- regular meetings with the parents/carers- reasonable adjustments- additional support within school• Monitoring of progress for this group of children specifically	SENDCo	
By 2024 diminish the differentials between disadvantaged and non-disadvantaged pupils.	Disadvantaged pupil data is weaker than non-disadvantaged data.	<ul style="list-style-type: none">• CPD for learning and teaching• Raising pupil and teacher aspirations• Development of culture and relationships in school and between school - parents/carers• Safeguarding training• More rigour in interventions and nurture	Kate Eastwood Lisa Lockwood	