

Equality Objectives

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WORLD CLASS**

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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

Legislation

The Equality Act 2010 requires us to publish specific and measurable Equality Objectives. Our Equality Objectives are based on our analysis of data and other information. Our Equality Objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our Equality Objectives.

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](#).

This document also complies with our funding agreement and articles of association.

Roles and Responsibilities

The Academy Committee 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 four years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Head of School.

The Head of School will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality (Avril Bull) will:

- Support the Head of School in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support the Head of School in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in the Equality Objectives section.

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 Academy representatives 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year. Responsibilities under the Equality Act are summarised within the staff journal along with the school Equality Objectives and Equality statement.

The Trust has a designated member of staff for monitoring equality issues, who works closely with the Lead Practitioner for Inclusion and SEND on equality issues. They regularly liaise regarding any issues and make senior leaders aware of these as appropriate.

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 societies)

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

Fostering Good Relationships

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 organising school trips and activities based around the local community and inviting members of the local community in to school to join in with school events.
- 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.

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

The school keeps a written record to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities.

The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

Equality Objectives

Objective 1: To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

Why we have chosen this objective: Analysing data across the school is an ongoing focus. Analysing the data across all areas will allow the school to act to ensure all children across the school make progress.

To achieve this objective, we plan to: Conduct termly assessments of all groups of children with rigorous cross school and Trust wide moderation of judgements taking place. We will analyse data of all groups including those with protected characteristics and we will target underachievement through our inadequate progress meetings. Trends and concerns will be discussed at pupil progress meetings and key groups of children will be closely monitored by the AHT's and Lead Practitioner for SEND and Inclusion.

Progress we are making towards this objective: Termly assessments have happened. Data is analysed for all pupils.

Objective 2: To deliver a representative, diverse and inclusion curriculum for all pupils.

Why we have chosen this objective: To ensure that all our children have a good understanding of differences that everyone has. To allow children to be represented fully so that they have inspiration.

To achieve this objective we plan to: To have a curriculum which is representative and identifies key people in core and non-core subjects e.g historians, artists and scientists. Deliver a PSHE curriculum across school combined with a structured approach to collective worship. We will provide a curriculum that supports the children's personal development and understanding of others developing respect and tolerance of others.

Progress we are making towards this objective: Representative curriculum is happening across school and across different subjects. Our school values are celebrated each half term.

Objective 3: To provide personalised provision for pupils with complex needs across the school.

Why we have chosen this objective: We have a group of pupils across the school that benefit from being part of a class and the social development that this instils. However, they have very specific learning needs that would be best catered for with personalised provision.

To achieve this objective we plan to: We are planning to ensure the planning is personalised to the needs of the children.

Progress we are making towards this objective: N/A as this is a new objective

Objective 4: To improve attendance for all, particularly for children with SEND, Disability and Pupil Premium children.

Why we have chosen this objective: To ensure that all of our children have the opportunity to maximise their learning at school.

To achieve this objective we plan to: Pastoral Team will monitor attendance on a daily basis and support families where there are concerns around attendance. Pastoral Team will work closely with the Lead Practitioner for SEND and Inclusion to identify children where improvements could be made. 100% attendance certificates will be adapted to ensure no-one misses out due to medical conditions or disabilities. Early Help will be used to facilitate the support for these families. A culture of high expectations for attendance embed into school for all stakeholders.

Progress we are making towards this objective: Improved attendance for all groups of learners have significantly improved and we have closed the gap to national expectations in attendance.

Links to other policies

This document links to the following policies:

- PACT Equality Policy
- Accessibility plan
- Risk assessment
- Supporting children with medical conditions policy

Review

This policy will be reviewed and updated annually. New Equality Objectives will be published at least every 4 years.