



**THE
HAYLING
COLLEGE**

Happy, Healthy, High Performing

Equality Information & Objectives

Date of Policy: Feb 2022
Date of Review: Feb 2023
Date approved by Govs: Feb 2023



1. Aims

The Hayling College aims to meet its obligations under the Public Sector Equality Duty (PSED) 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
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

A representative of the governing board governor will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

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

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils



- Meet with the equality link governor every term to raise and discuss any issues
- Support the headteacher 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 section 8.

4. Eliminating discrimination

The Hayling College 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training. This will usually be led by the Designated Safeguarding lead, and completed through the National College.

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 that are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

In fulfilling this aspect of the duty, the Hayling College 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 pupils

6. Fostering good relations

The Hayling College 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 and personal, social, health, citizenship and economic (PSHCE) education, but also activities in other
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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 e. (Equalities Advocates) and we will also invite external speakers to contribute
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our equalities advocate group 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 Hayling College ensures it has due regard to equality considerations whenever significant decisions are made.

The Hayling College 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 Hayling College keeps a written record (known as an Equality Impact Assessment) 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.

8. Equality objectives

The School stands against all forms of discrimination on the grounds of age, disability, gender reassignment, ethnic origin, religion, sexual orientation, gender, disability or ability.

This is achieved through the following objectives:

1. Promotion of cultural understanding and awareness of different religious beliefs between different ethnic groups within our school community
2. Monitoring and promotion of the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities, especially students with special educational needs and disabilities
3. Actively close gaps in attainment and achievement between students and all groups of students; especially students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from minority ethnic groups



4. Continue to improve accessibility across the school for students, staff and visitors with disabilities, including access to specialist teaching areas
5. Endeavour to ensure diversity in the staff body and in leadership roles
6. Reduce the incidence of the use of racist, homophobic, biphobic, transphobic and sexist language by students in the school
7. Review relevant school policies to ensure they clearly reflect the aim of inclusivity

In addition to the shared Equality Objectives above, the School stand united in an unflinching ambition to tackle racism in our communities and seek to develop a culture of active anti-racism.

To achieve this aim, the objectives are:

- Addressing unconscious bias through training and wider reading for staff and students
- Formally gathering the views of our BAME student and staff community regarding their experience and acting on recommendations where possible
- Working with local providers to seek BAME counsellors for students who request this
- Ensuring that incidents involving racist language are dealt with swiftly and sanctioned in accordance with the School's behaviour policy
- Offering all victims of racial comments or abuse a meeting with a member of the Senior Leadership Team to hear and record their views, be assured that sanctions have been applied and to reinforce that the School will not tolerate racist behaviour
- Decolonising and diversifying aspects of the curriculum and increasing the promotion of Black history and culture

9. Monitoring arrangements

The governing body and headteacher will update the equality information we publish, at least every year.

This document will be reviewed by governing body and headteacher at least every 4 years.

This document will be approved by the governing body and headteacher

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment