



# HALL GREEN SCHOOL

## EQUALITY AND DIVERSITY INFORMATION

<b>Adopted:</b>	12 December 2019
<b>Next Review:</b>	12 December 2020
<b>Governing Committee:</b>	Full Governing Body
<b>Responsibility:</b>	Headteacher

## **Hall Green School Equality Information**

The provision of equality information should reflect the nature of size of the school.

Each year the school should publish information on:

- The diversity of the school population
- How the school is performing in relation to the three aims of the Equality Duty

Including evidence of progress towards the achievement of the specific Equality Objectives.

## Hall Green School Equality Objectives 2015 – 2019

It is a statutory requirement that equality objectives are “specific and measurable”; they should be clearly focused and demonstrate measurable outcomes, within a time framework.

<b>Public Sector Equality Duty</b>	<b>Protected characteristic</b>	<b>Aim</b>	<b>Objective</b>	<b>Action</b>	<b>Who is responsible?</b>	<b>Evidence</b>
Eliminate unlawful discrimination, harassment and victimisation	All	Create an environment that promotes understanding of the principles and practices of equality and justice	For students to recognise that each society has its own values and traditions, which will be considered in the context of that society	Throughout the year to hold assemblies that promote the themes of equality and diversity  Recognise national and local initiatives designed to promote particular aspects of the equality and diversity agenda (e.g. National Anti-Bullying Week)	TSM – assemblies  ASI – curriculum  MEL – PSHE/SMSC  Displays - HoDS	Assembly rotas; Displays in classrooms; Taught curriculum – SMSC & PHSE curricula and lesson plans
Advance equality of opportunity	All, but especially disability, nationality and religion	We believe that all pupils have an equal right to a full and rounded education which will enable them to achieve their full potential	Provide appropriate interventions and enhancement programmes to allow all students to have a broad and positive educational experience  Curriculum design  Accessible qualifications	Staff training recognition of discrimination e.g. provision of scribes; personalised timetables; lunchtime activities; respect for different dress codes and being mindful of the requirements of different religious practices such as fasting.	CMC – access arrangements  ASI & MHD – curriculum options  ASI – staff CPD  KSL – school policies	Records of such provision; School rules and regulations that show respect for cultural practices relating, for example, to dress and diet



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Advance equality of opportunity	All	We believe that all pupils have an equal right to a full and rounded education which will enable them to achieve their full potential	To narrow the gaps in attainment between groups of pupils, e.g. girls and boys	Monitor pupil performance Carry out intervention to address intolerance Support attendance and punctuality	MHD – monitoring performance PEV - attendance	Measurable Monitoring reports in academic and pastoral
Foster good relations	All	Promote positive relationships with and between parents/carers, governors and members of the wider community	Promote greater awareness of equal opportunities and the contribution which staff, governors, parents/carers and students can make	Monitor behaviour data e.g. bullying, racist, homophobic Newsletters to parents Meetings with parents Staff training	PEV – pastoral data monitoring KSL – newsletters ASI – staff CPD	Monitoring data Minutes of meetings

## **Update December 2019**

### **Objective One: Eliminate unlawful discrimination, harassment and victimisation**

Specific actions to address this objective this year

- Simple new school rule promoting pupils to be ‘Ready, Respectful and Safe’ introduced to staff and pupils in September, emphasising the importance of mutual tolerance and respect. This year the Head of Department for PSHE, M Melville, has provided a range of resources and assemblies to reinforce these values (e.g. refugee week; pride week; world environment day). Also anti-bullying assemblies were conducted in November 2019 led by R Monk. Year 7 induction includes a one-hour workshop on inclusion, and in their second term they have a drop down day addressed at healthy relationships. Age-related single sex assemblies continue to be held with a focus on relationships.
- New pastoral practices aimed at encouraging pupils to reflect on their behaviour when they have been engaged in some form of wrongdoing. Use of restorative conversations and a new reflection unit allow pupils to reflect on their behaviour.

### **Objective two: Advance equality of opportunity**

Specific actions to address this objective this year

- Staff received the annual safeguarding training that helps them identify cases of neglect and disadvantage.
- Pupils with SEN are provided with appropriate support to enable them to access the curriculum, such as the use of scribes. Our SENCo has updated her training in assessing access arrangements for exams so that pupils will be easily assessed for their needs.
- Pupils fasting during Ramadan this year during the hot summer months were allowed to rest in the hall during lunchtimes. Examination information was provided for all Year 11 parents including advice and internet links on managing fasting thoroughexams.
- Pupil performance by different groups is monitored and action taken when underperformance is identified. P&C governors committee monitors the academic and pastoral data to ensure equality of opportunity.
- In cases of recorded bullying and prejudicial bullying, pupils were picked up by pastoral staff and counselled or sanctioned as appropriate. The pastoral team works closely with families where pupils are vulnerable.
- HGS makes use of HR services from Browne Jacobson to ensure all new policies are compliant with equality legislation, including policies that relate to staffing matters.
- The F&GP committee receives a report from the SMT on the management of performance related pay for all staff to ensure equality of application of the policies.
- The school’s accessibility policy ensures that the school is as fully accessible to protected groups as possible.

### **Objective three: Foster good relations**

Specific actions to address this objective this year

- Pastoral data on detentions, isolations, exclusions and stage 5 removals is monitored by SMT and shared with P&C committee to ensure no group is overrepresented in the data.
- The school Newsletter keeps parents informed about school successes e.g. music, art, PE.
- HGS subscribes to Birmingham City Council School and Governor Support service which provides an independent mediator service where relationships between parents and school have broken down and need support.
- Assistant Headteacher R Slattery and has been promoting good relations with local schools and parents through events and digital/social media. The 'Battle of the Brains' competition for local junior schools entered its second year. He also arranged for a number of departments to work with local junior schools, including the maths department, science department and DT. He manages a regular twitter feed for parents to promote good news stories about the school, and contacted parents to encourage positive parental quotations about the school during the most recent Ofsted visit.
- Hannah Reed continues to runs the local PE network from Hall Green School, and uses pupils at the school to act as PE leaders at sporting events for local primary schools, promoting a very positive picture of pupils at the school.