Hartismere School



Equality Information and Objectives Statement Policy No 14

Policy led by: GLU Reviewed: Oct 2025 Next review: Oct 2028

(Published equality information updated annually)

Introduction

This statement outlines the commitment of the staff, Governors and Trustees to promote equality within the school community. This involves tackling the barriers that could lead to unequal outcomes so that there is equality of access, and the diversity within the school community is celebrated and valued.

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Hartismere School, equality is a key principle for treating all people the same, irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Equalities Act 2010). This also extends to students affected by home circumstances, for example, young carers and those from low income families.

This statement has been drawn up as a result of consultation with staff, students, parents, stakeholders, Governors and Trustees and has been shared with the whole school community.

Aims

The 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 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', and complies with our funding agreement and articles of association.

Roles and responsibilities

In our school, all members of the school community have a responsibility for promoting equality.

The school's Governing Body is responsible for:

- Ensuring 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.
- Ensuring that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Providing updates on equalities legislation and the school's responsibilities in this regard
- Delegating responsibility for monitoring the achievement of the objectives on a daily basis to the Headteachers and senior leadership of the school
- Supporting positively, the evaluation activities that monitor the impact and success of the statement on students from different groups, for example, SEND, looked after children, minority ethnic including traveller and EAL students and students in receipt of pupil premium, in the following recommended areas:

- Students' progress and attainment
- Teaching and learning
- Behaviour discipline and exclusions
- Attendance
- Admissions
- Incidents of prejudice related to bullying and all forms of bullying
- Parental involvement
- Participation in extra-curricular and extended school activities
- Staff recruitment and retention
- Visits and visitors

- Having an overview on all prejudice related incidents or incidents which are in breach of this statement and ensuring that appropriate action has been taken in relation to these incidents the Headteachers and Senior Leadership are responsible for:

- In partnership with the Governors, providing leadership and vision in respect of equality
- Overseeing the implementation of the equality statement and schemes and ensuring schemes are easily identifiable, for example through the School Improvement Plan
- Analysing attainment data to determine strengths and areas for improvement and actions to be implemented.
- Co-ordinating the activities related to equality and monitoring success in achieving the objectives and reporting back to governors
- Taking appropriate action in response to any prejudice-related incidents
- Identifying any staff training needs, and delivering training as necessary

All school staff are responsible for:

- The implementation of the school's equalities statement and schemes
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination
- Keeping up to date with equalities legislation and guidance

Advancing equality of opportunity- Statement Commitments

<u>Ethos and Culture of the School</u>

- At Hartismere School, we are aware that those involved in leadership are instrumental in demonstrating mutual respect between all members of the school community
- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school
- The students are encouraged to greet visitors to the school with friendliness and respect
- The displays around the school reflect diversity across all aspects of equality and are frequently monitored
- Reasonable adjustments will be made to ensure access for students, staff and visitors (including parents) with disabilities; this not only includes physical access, but takes into account wider access to school information and activities
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities
- Students' views are actively encouraged and respected. Students are given an effective voice for example, through advocacy, the School Council, student perception surveys and there are regular opportunities to engage with students about their learning and life at the school

Curriculum

We aim to provide all our students with the opportunity to succeed. To achieve this we will ensure that:

- Curriculum planning reflects a commitment to equality
- The curriculum prepares students for life in a diverse society and uses opportunities to reflect the background and experience of students and families in the school
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language where it occurs
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles

Achievement

There is a consistently high expectation of all students regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity and promote the fostering of good relations between those who share a protected characteristic and those who do not
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all students
- All students are actively encouraged to engage fully in their own learning
- Parents/carers are actively encouraged to be involved in their child's learning

Countering and Challenging Harassment/Bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to students, staff, parents and Governors
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has nominated members of staff responsible for recording and monitoring incidents – Heads of Year and Senior Leadership

Staff Recruitment and Professional Development

- All posts are advertised formally and open to the widest pool of applicants
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination to ensure equality of opportunity
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school
- Access to opportunities for professional development is monitored on equality grounds
- Equalities statement and practice is covered in all staff inductions
- All supply staff and contractors are made aware of the equalities statement and practice. A notice informing all contractors is issued at point of engagement – Business & Estates Manager
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review – Headteacher's PA

Partnerships with Parents/Carers and the Wider Community

Hartismere School aims to work in partnership with parents/carers and the wider community. In order to achieve this, we:

- Take action to ensure all parents/carers are encouraged to participate in the life of the school
- Maintain good channels of communication, for example through parent forums, to ensure parents' views are captured to inform practice
- Encourage members of the local community to join in school activities and celebrations
- Ensure that the parents/carers of newly arrived students who are EAL, Gypsy Roma and Traveller families or students with disabilities are made to feel welcome

Links with other policies

This document links to the following policies and procedures:

- Accessibility plan
- SEND Policy
- Admissions Policy
- Supporting Pupils with Medical Conditions Policy
- Designated Teacher for Looked After and Previously Looked After Children Policy
- Behaviour Policy

Objectives are reviewed and updated every four years.
Information which demonstrates how we are complying with the public sector equality duty is presented to Governors in the Autumn term of each year and a synopsis of progress against objectives is prepared for publication on the school's website with the relevant policy document.

The following synopsis is based on data and analysis from currently available DfE data for KS4 in 2026. The data may change.

Objective	Measured by	Progress for 2025/26
1. All students to meet FFT estimates and target grades, including students with SEN and physical/mental ill health.	Data from DfE.	Our progress and attainment outcomes for all pupils remain strong. 78% of pupils achieved 4+ in English and maths. [*no Progress 8 figures for 25/26*]. For students with SEND, 52% achieved English and maths at 4+. For disadvantaged students (24 in this cohort), 52% achieved grade 4 or above in both English and Maths.
2. Students with protected characteristics are integrated as part of the school community.	SMSC Quality Mark Gold - Report.	We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways that take into account their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, demographic group, ethnicity, additional need, attainment and background. We pay particular attention to the provision for, and the achievement of, different groups of learners:

		• Students from families that are financially disadvantaged (PP - Pupil Premium) • Students who arrive with below nationally expected ability in any area (LAPs) • Boys or Girls • Students from minority faiths, ethnicities, travellers, asylum seekers, refugees • Students who have English as an additional language (EAL) • Students who have Special Educational Needs or a Disability (SEND) • Students who are Gifted and Talented (G&T) • Students who are Lesbian, Gay, Bisexual or Transgender (LGBT) • Students who are Looked After Children (LAC) • Young carers, sick children, children from families under stress We encourage our children to have the courage to follow their convictions, to challenge injustice, to persevere in order to succeed and to remain steadfast in the face of adversity. We take the well-being and safety of all our students very seriously. We have a culture and climate of students speaking openly and honestly about concerns they have, how they are feeling and worries they may have about school and their personal lives. We offer support for students through our superb pastoral support systems of tutors, heads of year and our wider support team. This provision was strengthened following Covid: for example, the school recognised the need to address issues around well-being. As a result the school enhanced the hours and work of a fully trained, registered and supervised counsellor to provide support for those with particular needs arising from this period. This provision continues to be maintained.
3. Raise the attainment of lower prior attaining boys	Data from DfE	Historically the gender gap between boys and girls at GCSE is well documented, running against most, if not all subjects and across all stages of education. The gap nationally in those achieving top grades widened during the pandemic. At its peak in 2021, it stood at 9.2 percentage points. In 2024, 16% of female pupils achieved a grade 7 or above in maths and English, compared to 10% of those entered by male pupils. In 2025, 16.7% of female pupils achieved a grade 7 or above in maths and English, compared to 11.3% of those entered by male pupils. In 2026, 20.8% of female pupils achieved a grade 7 or above in maths and English, compared to 14.9% of those entered by male pupils. In 2024, 81.9% of GCSEs entered by female pupils and 64.9% of those entered by male pupils achieved grades 9-4. In 2025, 78.2% of GCSEs entered by female pupils and 71.3% of those entered by male pupils achieved grades 9-4.

		In 2026, 79.8% of GCSEs entered by female pupils and 76.9% of those entered by male pupils achieved grades 9-4.
4. All students have access to extracurricular opportunities irrespective of parents' ability to pay	Uptake of children from low income families for extra-curricular opportunities and analysis of school contribution towards costs	Our children and their parents are provided with a timetable of extracurricular activities for their year group, which includes both lunch time activities and after school activities. These are displayed in their registration rooms and on the school's digital notice boards (updated every day). Opportunities are promoted positively by all staff. Our children are offered a range of trips with the school subsidising trips that are essential to curricular enrichment, including those that are closely aligned to the curriculum. We endeavour to offer all children equal opportunities to participate fully in school life, including after-school activities and school trips. The Pupil Premium spend on trips, clubs, including music tuition, dance school etc. is detailed in our pupil premium report, with many activities heavily subsidised or free e.g. music lessons. Staff running clubs take digital registers of attendance. Detailed records are kept to monitor the number of trips offered by year group and the proportions of pupils taking part in trips. Particular attention is given to participation of PP and FSM pupils. In response to comments made by parents in a recent Perception Survey, we are currently reviewing the systems for recording and monitoring costs of trips and participation of disadvantaged pupils.