



HOE VALLEY SCHOOL (HVS)

Equality Statement – Academic Year 2023/24

The Equality Act 2010 applies to schools in England and Wales and considers how we should treat students, parents and carers, employees, volunteers and all members of the HVS community.

We must report on the steps we take to ensure that HVS meets its legal duties in committing to:

1. Eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct
2. Advance equality of opportunity between those who have a protected characteristic and those who do not
3. Foster good relations between those who share a protected characteristic and those who do not

The Act explains that the aim of advancing equality of opportunity involves, in particular, having due regard to the need to:

- Remove or minimise disadvantages suffered by people due to their protected characteristics
- Take steps to meet the needs of people with certain protected characteristics where these are different from the needs of other people
- Encourage people with certain protected characteristics to participate in public life or in other activities where their participation is disproportionately low. In meeting this aim, the school has two specific duties:
 1. To publish information to show how we are complying with the equality duty
 2. To publish measurable equality objectives

We consult and involve those affected by inequality in the decisions the school takes to promote equality and eliminate discrimination (this includes parents, students, staff and members of the local community).

The governing body will:

- Ensure that the equality information and objectives in this statement are published and communicated throughout the school, including to staff, students 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 Teacher

The Head Teacher will:

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

This statement outlines the approach taken by HVS to ensure that the needs of the school's stakeholders are met.

Protected characteristics

The Equality Act defines protected characteristics, of which the following are relevant for HVS:

- Age (as employers, but not in relation to students)
- Sex
- Disability
- Race
- Religion and Belief
- Sexual Orientation and Identification

HVS collects information about students upon enrolment that enables it to publish the following breakdown of students currently on roll:

Age – Students are from 11 -18 years of age with students in each of the cohorts from Year 7 to Year 13 as follows:

Year 7: 180

Year 8: 150

Year 9: 150

Year 10:150

Year 11:150

Year 12: 20

Total number of students on roll is 800.

- Sex – the school population is comprised of 49.6% boys and 50.4% girls
- Disability – The Equality Act defines a disability as a physical or mental impairment that has a substantial and long-term negative effect on the ability to perform normal daily activities. In this sense, HVS views all students who currently have a Special Educational Need and/or Disability due to an impairment in their learning within this group. It should however be acknowledged that these impairments may not be long-term and their inclusion within this group may change as they progress through the school. Currently 1.2% of our students are registered as having a significant impairment in their learning; the national average is 3%. Of these students, all have a sufficient impairment within their learning to have an Education Health Care Plan.
- SEN with EHCP - 5.6%
- Race – 53.9% of students are registered as White British; the remaining 46.1% are of other ethnic backgrounds. Within this population 80% of students are recorded

as having English as their primary spoken language, with the remaining 20% having English as an additional language.

- Religion and Belief – 42.27% of students are recorded as having no religion or not wishing to share this information. The largest specified religion is Christianity at 36.4%, with the remaining children having different religions/beliefs.
- Sexual Orientation or Identity – the school does not collect information on this characteristic.

Pupil Premium Students including Look After Children

At HVS, 22.8% of students have factors within their home setting that may impact their ability to have equality of education and may result in additional challenges in their learning. Whilst, this student cohort is not stated within the Equality Act, measures are taken to ensure this inequality is addressed as outlined within this statement.

Policies

Our Single Equality, Behaviour for Learning, Anti-Bullying and Special Education Needs and Disabilities policies clearly state how the whole school community works together to eliminate all forms of discrimination, harassment and victimization.

Policies are reviewed regularly. Those mentioned above and others are available to view on the school website. The Governing Body monitors school policy and practice annually. Our School Development Plan incorporates areas of inequality shown through our data or communicated to us by members of the school community.

Incidents relating to discrimination are recorded in a detailed log and reported to both the Local Authority and Governors.

Curriculum

The school seeks to promote positive relations between those who share a protected characteristic and those who do not share it by promoting tolerance and understanding of a range of religions and cultures through different aspects of our curriculum. Aspects of our whole school curriculum are designed to ensure that equality is taught in line with supporting British Values education.

- PHSE topics are included throughout the school's curriculum to ensure our students are educated about the diversity of British society as well as a focus on how to debate rather than argue
- Within the Geography curriculum, the children are taught about cultures from around the world
- The RE curriculum plays a central role in which key questions about faith are explored
- Sex and Relationship Education objectives ensure that HVS teaches about sexual equality

- Beyond the formal curriculum, within the school's values; courtesy, integrity, resilience, leadership, community and enthusiasm are taught and rewarded regularly for all students and staff are expected to model all of these values in their daily conduct at work

Differentiation

Reasonable adjustments within the school or learning environment are made to support those with specific needs or protected rights. All school rooms are accessible. The school has a disabled toilet and gendered toilets for students as well as two lifts. The School is new and was purposefully designed to accommodate both staff, students and visitors with physical disabilities such that there is a student lift as well as a staff lift, sufficient disabled toilets and changing facilities and every practical classroom has a height adjustable desk

The school's uniform policy outlines preferred uniform, but individual allowances are made for those who request them.

The school has separate 'champions' for supporting the learning of those with SEND, Pupil Premium and English as an Additional Language. The progress of these students is tracked and intervention is prioritized to support their specific needs, with designated support assistants used to deliver fully differentiated learning opportunities when needed.

Additional health, intimate care and behaviour plans are used with a number of children to ensure that full participation in school activities is possible.

Measurable Actions Reported to Governors

Equality information is reported regularly to the Governing Body relating to academic achievement, activity participation, attendance and behaviour linked to key action in which HVS actively aims to promote equality.

The Governing Body is committed to ensuring that HVS is a fully inclusive school. It will appoint a governor whose primary focus will be on Community, Diversity and Inclusion.

Parent engagement

Parents are regularly informed by letter, email and phone calls regarding both the academic and social development of their child. Parents are consulted via google surveys and feedback at live events and feedback is taken on board and used to further improve the School. Parents are welcome to visit the School for meetings with teachers and tutors as well as support staff and the protocol for such meetings is set out in the Family Handbook. Parents who struggle to engage with staff or attend events are contacted individually by Form Tutors to encourage and support their engagement with their child's teachers.

Staff

Staff are consulted on policy and practice and make valuable contributions to the enhancement of student outcomes and well-being. HVS supports all members of staff through continuing training and personal development and is committed to the provision of equal treatment for all staff as opportunities arise. HVS considers that responsible and fair treatment of its employees will in turn have a beneficial effect on the education of its students.

Local Community

The ethos of the School is centred on community and all students attending HVS live in the local community. Students are taught about the history, geography and geology of Mayford Village and the curriculum is designed such that opportunities to learn more about the local community are the same for all students regardless of where they live or their academic ability. The local community are invited into School to support events as well as speak on issues which are current and all requests for help with the community are considered. The School lets the building to local organisations such as churches and dance clubs as well as using local businesses for contracted work where possible.

Equality objectives

- To ensure that staff and governors are aware of current legislation surrounding equality and diversity and understand the school's responsibility
- To promote equality, diversity and inclusion actions across our staff body
- To promote cultural understanding, awareness and tolerance of different religious beliefs between different ethnic groups within our school and wider community
- To promote a whole school approach to mental health awareness and develop appropriate interventions where necessary
- To actively close gaps in attainment and achievement between students for all groups of students; especially students eligible for Pupil Premium, students with special educational needs and disabilities, looked after children and students from minority ethnic groups
- To monitor the incidents of the use of homophobic, sexist and racist language by students in our school. If such incidents arise, educate young people through our curriculum and support so that they understand and respect other people's views and beliefs
- To continuously review and revise the curriculum so that it represents a diverse culture and society and encourages tolerance and respect
- To maintain accessibility across the school site for students, staff and visitors with disabilities.