



## EQUALITY STATEMENT 2021-23 (including equality objectives 2022-2024)

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### Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principle of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- race
- sex
- gender reassignment (including issues of transgender)
- maternity and pregnancy
- religion and belief,
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties.

These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions  
**(We will not publish any information that can specifically identify any child)**
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other aspects of the school have a significant impact on any particular group, we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations, we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

## **Fitzharrys School Values**

**Aspiration** – We want each student and member of our community to achieve what they are capable of. This means aiming for their very best in every lesson and every opportunity. Staff work hard to ensure students know just how much they can achieve, alongside providing the support and know-how to help them meet their goals. Our focus on a vibrant and engaging curriculum, allied with nuanced support, enables our students to aim high and achieve great things.

**Opportunity** – To hit their high aspirations our students need opportunities. This comes in 3 clear forms: in the classroom, super curricular, and extra-curricular. Students' primary opportunity is through their engagement with, and learning from, their lessons. This learning allows them to access knowledge, skills and perspectives that help them achieve their potential. Our super curricular activities allow subjects to enhance what is taught in the classroom with events, trips and activities that secure their understanding in different contexts. These, alongside our extra-curricular activities, such as Duke of Edinburgh awards and school performances, provide opportunities that educate, widen horizons, and build self-confidence.

**Integrity** – We want every student to develop and build this key characteristic whilst at Fitzharrys. Trust, decency, sincerity, and truthfulness are core values not just for life at Fitzharrys, but also for life in our community and for when our students leave school. Not only do our staff model this key quality, but they also work with our students to ingrain integrity in how they approach every task, encounter, and challenge they face.

## **Addressing Prejudice Related Incidents**

This school is opposed to all forms of prejudice, and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our students and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur, we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

## **Responsibility**

We believe that promoting Equality is the whole school's responsibility:

<b>School Community</b>	<b>Responsibility</b>
Governing Body	<ul style="list-style-type: none"> <li>• Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.</li> <li>• Monitoring progress towards achieving equality objectives.</li> <li>• Publishing data and publishing equality objectives.</li> </ul>
Headteacher	<p>As above including:</p> <ul style="list-style-type: none"> <li>• Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day-to-day duties.</li> <li>• Ensuring that all school community receives adequate training to meet the need of delivering equality, including pupil awareness.</li> <li>• Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.</li> </ul>
Leadership Team	<ul style="list-style-type: none"> <li>• Ensure fair treatment and access to services and opportunities.</li> <li>• Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.</li> </ul>
Teaching Staff	<ul style="list-style-type: none"> <li>• Help in delivering the right outcomes for pupils.</li> <li>• Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.</li> <li>• Design and deliver an inclusive curriculum.</li> <li>• Ensure that you are aware of your responsibility to record and report prejudice related incidents.</li> </ul>
Support Staff	<ul style="list-style-type: none"> <li>• Support the school and the governing body in delivering a fair and equitable service to all stakeholders.</li> <li>• Uphold the commitment made by the head teacher on how pupils and parents/carers can be expected to be treated.</li> <li>• Support colleagues within the school community.</li> <li>• Ensure that you are aware of your responsibility to record and report prejudice related incidents.</li> </ul>
Parents/Carers	<ul style="list-style-type: none"> <li>• Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these.</li> <li>• Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.</li> </ul>

Students	<ul style="list-style-type: none"> <li>• Supporting the school to achieve the commitment made to tackling inequality.</li> <li>• Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.</li> </ul>
Local Community Members	<ul style="list-style-type: none"> <li>• Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these.</li> <li>• Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.</li> </ul>

**We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on the Fitzharrys School website.**

### **Breaches**

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

### **Monitor and Review**

Every year, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

Date Approved by the Governing Body: **December 2021**

Date to be reviewed by the Governing Body: **December 2023**

## Equality Objectives 2022-2024

Objective	Actions	How will we know we have achieved this objective?	Responsibility
<p>Improved attainment and progress among disadvantaged pupils across the curriculum by the end of KS4.</p>	<p>Ensuring that our disadvantaged students are all well known to all staff and all staff have access to comprehensive data, information and guidance to support each disadvantaged student.</p> <p>Ensure all pupils have access to quality first teaching supported by evidence informed CPD for teachers and support staff.</p> <p>Targeted after school support for homework to remove the barriers for students in completing homework by providing the resources and support needed to complete the tasks set.</p> <p>Tutoring for identified students whose education has been impacted by school disruption due to the pandemic.</p> <p>Targeted literacy intervention for identified Year 7 and 8 students as part of their English curriculum. Targeted daily phonics intervention for identified students. Purchase of books for tutor time reading to increase students' exposure to words and reading more challenging texts.</p> <p>A focus on disadvantaged students through the RAP process including learning walks, work scrutiny and pupil and teacher voice activities</p>	<p>Disadvantaged students will have levels of progress which are in line with their non disadvantaged peers.</p>	<p>Disadvantaged/Inclusion strategy Lead – P Wileman</p> <p>Raising achievement lead – A Twyford</p>

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Embedding principles of good practice set out in DFE's Improving School Attendance advice.</p> <p>Home School link worker will be appointed to support families with attendance and acute needs and build capacity for home visits and early morning phone calls.</p> <p>5 foundations approach to be implemented.</p> <p>To appoint a counsellor to ensure pupils social and emotional needs are met so they can actively engage in learning.</p> <p>Staff to be EBSA trained so they are able to lead sessions.</p>	<p>Disadvantaged students will have levels of attendance which are in line with their Non disadvantaged peers.</p>	<p>Attendance Lead – M Davies</p> <p>Disadvantaged/Inclusion strategy Lead – P Wileman</p>
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<p>To reduce the number of suspensions for vulnerable students</p>	<p>Staff to receive training on approaches to teaching students with SEMH.</p> <p>Appropriate alternative provision to be sourced for students as appropriate.</p> <p>Our whole school strategy for Inclusion which includes our plan to increase the support provided for vulnerable students in the classroom to enable students to benefit from high quality teaching across the curriculum.</p> <p>Ensure all teachers use "adaptive teaching" strategies to support improving outcomes for all pupils, including cognitive and metacognitive strategies, explicit instruction and scaffolding.</p> <p>Embed restorative practices for managing behaviour incidents involving students.</p> <p>Further improve behaviour for learning with a clear understanding of our 3Rs for staff and students, leading to a positive impact on achievement.</p> <p>Raise aspiration, leading to a reduction in suspension and expulsion incidents.</p>	<p>Fewer students, including those with PP/SEND, will be excluded from school</p>	<p>Behaviour lead – M Davies</p> <p>Disadvantaged/Inclusion strategy Lead – P Wileman</p>
<p>Ensure the taught curriculum is complemented with a broad enrichment offer which builds on cultural capital opportunities to close the attainment gap.</p>	<p>We will introduce a systematic approach to measuring attendance at extracurricular events/activities.</p> <p>We will review student voice data in relation to the current extracurricular programme which will help us to shape our programme to be as inclusive as possible.</p>	<p>All sectors of the student body are equally represented within our extra-curricular provision</p>	<p>PSHE lead – M Davies</p>

	<p>We will develop new approaches to target currently under-represented groups. We will make sure we make any necessary adaptations to our activities to increase accessibility and make them appropriate to children of all abilities. We will ensure we have staffing levels appropriate for a fully inclusive extra-curricular programme</p>		
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**Objective 3: Extra-curricular:**

To make sure all sectors of the student body are equally represented within our extra-curricular provision.

**Why**

We recognise that being part of extra-curricular provision within our school is a key part of the richness of the experience that our students get. We are proud that we give a huge range of different opportunities beyond the taught curriculum. These include ongoing clubs and societies as well as one off school visits and experiences. Our own knowledge tells us that our student body doesn't experience this equally. We recognise that disadvantaged students, students with SEN and students from ethnic minority backgrounds can be under-represented. We believe it is our responsibility to actively challenge this given the value the school places on opportunity and equality.

**How**

We will introduce a systematic approach to measuring attendance at extracurricular events/activities that will allow us to have an initial benchmark to work from. We will use a nationally recognised system called EVOLVE. This system will also allow us to track progress with this objective as we move forward over the next three years and we will train our key staff to use this as part of their existing approaches to collecting and analysing data.

We will review student voice data in relation to the current extracurricular programme which will help us to shape our programme to be as inclusive as possible.

We will develop new approaches to target currently under-represented groups. We will make sure we make any necessary adaptations to our activities to increase accessibility and make them appropriate to children of all abilities. We will ensure we have staffing levels appropriate for a fully inclusive extra-curricular programme



#### **Objective 4: Incidents of discrimination:**

To effectively address incidents of discrimination and harassment to show that this will not be tolerated within our school.

#### **Why**

We expect our school to be free from incidents of discrimination. All our young people should be able to come to school safe in the knowledge that they will be supported to be themselves. We see this as a fundamental part of personal growth and development. As such any incidents of discrimination should never be tolerated

#### **How**

Effective, inclusive education of young people is the most effective way of tackling discrimination and harassment. The school's Social Wellbeing programme is a key vehicle for doing this especially in the context of teaching students' self-awareness and self-reflection. We will continue to review the shape of this curriculum and the space we give Social Wellbeing within our broader taught curriculum to make sure it is able to deliver its aims. Equally we see objective 1 (above) as being central to achieving this objective as a curriculum that has equalities, diversity and inclusion at its core is central to increasing tolerance and mutual respect.

We also recognise that teachers need to be well trained in delivering lessons which are fully inclusive as well as being alert to any issues that may lead to incidents of discrimination in the classroom.

We need to evaluate our current data to see recognise patterns in relation to incidents of discrimination. This will allow us to work even more effectively with our student body to tackle them. Crucially we need to continue to develop best approaches to working with, listening to and responding appropriately to what our students tell us concerning this issue.