

The Havelock Schools **EQUALITIES INFORMATION** February 2024



The Public Sector Equality Duty 2011 has three aims under the general duty for Schools, Academies and Settings:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act. By removing or minimising disadvantages suffered by people due to their protected characteristics.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not. By taking steps to meet the needs of people from protected groups where these are different from the needs of other people
3. Foster good relations between people who share a protected characteristic and those who do not. By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

The Havelock Schools has considered how well we currently achieve these aims with regard to the eight protected equality groups: *race, disability, sex, gender reassignment, age, pregnancy and maternity, religion and belief and sexual orientation*. In compiling this equality information we have:

- identified evidence already in our setting/centre of equality within policies and practice and identified gaps;
- examined how our setting/centre engages with the protected groups, identifying where practice could be improve.

Protected Characteristics	Aims of General Duty		
	Evidence and engagement with protected groups in order to eliminate unlawful discrimination, harassment and victimisation	Advancing equality of opportunity and engagement with protected groups	Foster good relationships and engagement with protected groups in order to develop good relationships
Race	<ul style="list-style-type: none"> - Hate crime and incident reporting used by all via CPOMS. All incidents fully investigated and reported to all parents involved. - Data analysed and included in Trust board safeguarding report - Very few incidents of racial harassment reported - Equality policies actively followed 	<ul style="list-style-type: none"> - Pupils with differing backgrounds feel included throughout the school - Data shows little variation in results of different racial groups - Adults from different backgrounds approach the school freely - Same opportunities are given to all stakeholders - Diverse cultures are studied as part of the curriculum across the schools via Cornerstones 	<ul style="list-style-type: none"> - Home culture shared and celebrated in school in all classes at HIS through 'class diary' - Multi-cultural events held throughout the year to celebrate the diverse cultures in our society - Curriculum developments include topics and themes about different cultures

Disability	<ul style="list-style-type: none"> - Disabled pupils included in all school events - Disabled parents have access to all school events - Staff raise concerns if aspects of school life are not fully accessible to pupils and actions are carried out promptly - String school for disabled pupils - Reasonable adjustment policy in place to support adaptations for individual needs 	<ul style="list-style-type: none"> - Accessibility plan in place - Additional training is given to staff where required 	<ul style="list-style-type: none"> - Contact with disabled parents to ensure equality of access to school events - Assemblies and class discussions make specific reference to disabilities (as relevant) - All pupils included in all aspects of day to day school life - Coverage as part of PSHE curriculum (Jigsaw) - Awareness as part of taking part in adapted sports in PE sessions
Sex and Discrimination	<ul style="list-style-type: none"> - All pupils take part in a wide variety of activities to encourage equal opportunities both in and after school - Sporting teams to be a full representation of the pupil population - Incidents of sexual discrimination are recorded on CPOMs and data is analysed. 	<ul style="list-style-type: none"> - Positive discrimination made when appropriate - Actively encourage volunteers and staff from a range of genders including gender neutral. - All activities offered to all stakeholders. 	<ul style="list-style-type: none"> - Stereotypes are challenged eg dressing up clothes for all - Assemblies tackle discrimination - Working parties include representations from the whole staff population. - Council representatives from range of school population.
Gender Reassignment	We currently have no staff or pupils who have are in the process or are fully transitioned and would seek guidance as necessary		
	<ul style="list-style-type: none"> - All staff and pupils will be treated fairly - Staff/Pupils will be asked about how they want to manage their transition process with regards to what to share, how to be addressed - Hate incidents will be addressed and recorded on CPOMs 	<ul style="list-style-type: none"> - Equality policy would be followed to ensure that good relations are fostered 	<ul style="list-style-type: none"> - Equality policy would be followed to ensure that good relations are fostered
Pregnancy and Maternity/Paternity	<ul style="list-style-type: none"> - Pathfinder Trust Maternity policy followed - Puberty teaching delivered by School nurses 	<ul style="list-style-type: none"> - Individual staff part of risk assessment process and roles amended accordingly - Support offered for maternity/paternity/adoption leave - Line managers available to meet with staff when needed. 	<ul style="list-style-type: none"> - KIT days encouraged and flexible working on return discussed - Policy shared and regularly referred to with any queries - Leave of absence covers all medical appointments to be attended
Age	<ul style="list-style-type: none"> - Full age range of staff and volunteers from 16 – 65+ 	<ul style="list-style-type: none"> - Retired employees welcomed back - Volunteers from all age groups welcomed in to school 	<ul style="list-style-type: none"> - Support elderly within the community - Support local playgroups - Grandparents invited in to school
Religion and Belief	<ul style="list-style-type: none"> - Different religious beliefs catered for in staff and pupils - RE policy followed - Collective worship including coverage of a variety of faith groups 	<ul style="list-style-type: none"> - Visitors from a variety of Faiths invited in to school - Alternative menus offered - Withdrawal from RE and assembly if requested - All staff complete Prevent training 	<ul style="list-style-type: none"> - School visits to other places of worship - Multi faith celebrations highlighted in assemblies - British values promoted - School vision is shared with all - Codes of conduct in place for staff and children

Sexual Orientation (inc marriage and civil partnerships)	<ul style="list-style-type: none"> - School rules set clear guidelines applicable to protected characteristics - All people treated as individuals PSHE policy - Hate incidents reported and monitored - Everyone one will be treated fairly and without discrimination regardless of their relationship status 	<ul style="list-style-type: none"> - Dressing up clothes and toys throughout the school provide freedom of expression for all individuals - Variety of families represented - Jigsaw sessions and assemblies include different family types and also tackles homophobia - Policies in place covering equal rights for all (such as recruitment and selection and Pay) 	<ul style="list-style-type: none"> - Opportunity to share home environment through class diary at HIS. - Non-judgemental viewpoints fostered - Governors, staff, parents and volunteers all treated as equals
---	---	---	--

- All staff completed an online Equality and Diversity training module.

The Havelock Schools – Equalities Objectives Action Plan February 2024

Objective	Which protected group(s) will this most affect/influence	How will we know we have achieved the objective?	Lead	Actions	Review Date
To ensure races, religions and beliefs are celebrated of those represented within and beyond schools	Race/ Religion and Belief	RE curriculum and assemblies across both schools provide a wide menu of different cultures, religions and beliefs including visitors and multi faith celebrations. Time will be built in to specific classes/year groups for children from different backgrounds will be able to share about their customs and traditions.	RE Coordinator Worship Coordinator Year leads Class Teachers	The RE curriculum with be reviewed to ensure it reflects the cultural and religious background of the school Each year the Collective worship rota will be reviewed and the belief of pupils represented in school will be reflected in the themes Class teachers/Year groups will build in time devoted to all customs and traditions to be explored related to specific children in their classes/year groups	On going
To ensure that the language we use across all school groups avoids stereotypical connotations	Sexual orientation/Sex and discrimination	Reduction of hate crime incidents reported particularly in the use of homophobic language	ST/DSLs	Training at SM on awareness of language used and its impact on stereotypes Jigsaw scheme of work used to deliver PSHE lessons which addresses stereo types	On going
To ensure that staff and pupils understand about those who are considering or who are transitioning gender	Gender reassignment	Staff, pupils and other stakeholders will understand the needs and desires of those considering/going through or having been through gender reassignment. Parents and children able to talk openly and freely at school about the process and their decisions.	EHT PHSE co-ordinator	Age appropriate sessions will be built into the schools PHSE curriculum to build up understanding of differences between people Where required extra support/teaching and learning will be carried out for specific year groups/classes to help with understanding	As required/ on going

To ensure that all staff understand their options when applying for maternity/paternity and the opportunities to share this time	Pregnancy & Maternity/Paternity	All staff will be supported through the process of applying for leave for maternity/paternity	EHT	When staff share about their circumstances signpost them to the appropriate guidance for applying for maternity/paternity leave and their rights.	On going
To actively encourage Governor applications from local people with protected characteristics	All	Governing Body to include Governors from protected groups	EHT/GoG/Clerk to Gov	Network within the community and Pathfinders to find suitable candidates	On going
To continue to develop the whole school curriculum to incorporate more teaching and learning about a variety of ways of life from children of different racial origin (year group/class specific)	Race	Subject leaders will have specific examples in their subject leader files on how their curriculum area incorporates cultural diversity.	EHT/Subject leaders	Curriculum continually reviewed so that it includes cultural diversity MER of curriculum to gain an understanding of diversity in order to further develop as required.	Dec 24 initially and then annually
To continue to give children experiences of playing sport with impairment eg blind football, seated volleyball	Disability	Children will have the skills to play a variety of sports in an adapted way	PE Coordinator	Build opportunities of adapted sports into the curriculum, using Vicky Gallagher for support.	Ongoing cycle built into PE lessons