

## Hexham Middle School

### Published equalities information about the context of our school

At Hexham Middle School we work hard to ensure that everyone is treated fairly and with respect. We are fully committed to ensuring our school is a safe, secure and stimulating place for everyone. We recognise that people have different needs and we understand that treating them equally does not always mean that treating them all the same. We recognise that for some pupils a significant amount of extra support is needed to help them to achieve and be successful. This may be for all of their time at school or it could be for a certain period of their life.

We also recognise that for some children the support given will still not mean they achieve the same as all children. We try to ensure that children from different groups are consulted and involved in our decision making for example via pupil panels, school parliament, in one-to-one sessions. We want our school to be somewhere where no one experiences harassment or less favourable treatment because of their age; any disability they may have; their ethnicity; colour or national origin; their gender; their gender identity; their religion or beliefs; their sexual identity or orientation.

#### 1. Aims

Our 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

#### 2. 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.](#)

#### 3. Roles and responsibilities

The board of trustees will:

- Ensure 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, 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 headteacher/ designated member of staff

The headteacher / designated member of staff will:

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

The designated member of staff for equality is Mrs Frankish and she will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the equality objectives.

#### **4. Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

#### **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

In fulfilling this aspect of the duty, the school will:

- Analyse all school data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## **6. Fostering good relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it. This is detailed in the audit of our current provision.

## **7. Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

## **8. Audit of our current provision and areas of development**

### **Disability**

We are committed to working for the equality of people with and without disabilities. We are a very inclusive school that values the achievements and talents of every child. The school's inclusion department works closely with pupils, their parents and staff to provide a high quality learning environment in order to eliminate inequality. This is reflected in the pupil profiles of need which all staff have access to and which helps them to deliver an accessible curriculum. Appropriate intervention and bespoke timetables are put in place to support the needs of different children. The commitment to viewing every pupil as an individual is paramount at Hexham Middle School.

What we currently do:

- Designated safeguarding leads and all staff and volunteers are fully committed to the safeguarding of all children. Our annual CP training has a clear and sharp focus on the protection of pupils with disabilities. All staff attends this training. Staff report concerns around pupils using our Child Protection Concern form and all concerns are recorded and addressed in the appropriate way.
- Annual anti-bullying assemblies highlight this issue and we tackle prejudice and any incidents of bullying.
- Take part in events such as No Pens Day, National Autism Week that celebrate the lives of disabled people and promote equality.
- Consult families on areas of school provision and act on their feedback where possible.
- Our admission procedures ensure equal access to all pupils with an EHCP and those on the SEN register.
- Very be-spoke support to disabled pupils which allows them to remain at a mainstream school. We have carried out accessibility planning that has increased the extent to which disabled pupils can access the curriculum and can access the physical environment of the school. We have reviewed this and made significant changes as the needs of the child have changed.

- We support disabled learners and staff by meeting their individual needs; we take steps (reasonable adjustments) to ensure that disabled pupils are not put at a disadvantage compared to other pupils.
- We share medical data with staff on a need to know basis. This is regularly updated and communicated to staff in consultation with parents and medical professionals.
- We are developing a curriculum that supports all of our pupils to understand, respect and value difference and diversity.
- We fully involve parents in the care plan of their child.
- We are continuing to develop a curriculum which supports all of our pupils to understand respect and value difference and diversity.
- We tackle prejudice and any incidents of bullying based on disability.
- We recognise the challenges and worries which come with being the parent of a disabled child; we are empathetic and have developed excellent relationships with our parents.
- We monitor the attendance, attainment and progress of all of our SEND pupils and we set targets accordingly for each child.
- Well attended extra- curricular clubs (before school and at lunch-time) aimed specifically at children with additional needs.

Areas to develop:

- Involve pupils more systematically in their pupil profiles; gather their feedback about lessons/ the curriculum.
- Support Disability History Month via assembly and produce a display board.

### **Ethnicity and race**

We are committed to working for the equality of all ethnic and racial groups. We recognise that both our school and local community are predominantly white British as is our staff body. We understand that whilst the number of racist incidents reported which occur in school are very low; the lack of ethnic and racial diversity must be difficult for our children from minority ethnic groups.

What we currently do:

- We link with groups, organisations which promote diversity where we can. We provide pupils with the opportunity to learn about the experiences of different communities (Holocaust survivors, Show Racism the Red Card workshops.)
- We are continuing to develop a curriculum that supports all pupils to understand, respect and value difference and diversity.
- We take part in events such as Black History Month and Refugee Week. Pupils plan and help to deliver these assemblies.
- We offer pupils the opportunity to take part in a range of trips abroad.
- All pupils learn a foreign language.
- School promotes International Languages' Week.
- Our curriculum works to challenge racism and stereotypes.

Areas to develop:

- Display more positive images that depict diversity.
- More visits to school from visitors from different ethnic and religious group.
- Further organise special events during key weeks- an International/ Refugee Day/ Evening during the relevant national focus week.

## **Gender**

We are committed to working for the equality of both women and men and people who define themselves as gender neutral.

What we are currently doing:

- We monitor the attainment and progress of pupils by gender and we set targets and implement strategies to address any issues.
- Our careers advice works to avoid gender stereotypes.
- In KS3 we ensure that children have access to information- within the careers' programme- about different sector workplaces, and occupations to challenge outdated images and ideas about careers and employment.
- Our approach to relationships and sex education is based on respect and empathy towards others of different backgrounds, cultures, sexuality and views.
- We provide a wide range of school clubs for all pupils. Some of our PE clubs are mixed and some are single sex. We have devised a PE extra-curricular programme which allows for participation and pupils to be more active along with playing competitively for a school team.
- To raise the aspirations of girls we actively support International Women's Day and pupils plan and deliver excellent assemblies about the role of women both in the past and linked with contemporary society.
- The achievement and bravery of influential women is regularly celebrated in assemblies- Rosa Parks.
- Pupils attend the annual celebration of suffragettes at a local ceremony.
- We ensure that we respond to any form of sexist bullying in line with our child protection procedures.
- Pupils have many opportunities to take on leadership roles during their time in school. These range from baking and having a stall at the numerous charity events through the year to being a house captain, sports' leader, digital leader, prefect, head person.

Areas to develop:

- Explore other female promotion organisations- UK Femenista.
- Further promotion of achievements of women in different fields. Explore the possibility of other visitors, speakers, programmes.
- Ensure that non- stereotypical images of women/ men/ girls/ boys are included across the curriculum.
- Analyse participation in leadership roles/ PE clubs between genders.

## **Faith**

We are committed to working for the equality of people from all faith groups and for those who do not have a faith.

What we are currently doing:

- We teach the world religions within our RE curriculum. Pupils receive one hour a week of RE in KS3. In KS2 it is part of their Explore curriculum.
- Celebration of some religious festivals: Christian, Jewish.
- Pupils take part in Holocaust Memorial Day.
- Visit of the child of a holocaust survivor. All pupils took part in an assembly delivered by her and a Q and A session.

Areas to develop:

- More visits from different faith groups for key religious festivals.
- Explore Anne Frank ambassadors and how we can become an Anne Frank Trust ambassador school.

## **Sexuality/ Sexual orientation**

We are committed to providing a safe environment for all pupils. We work to tackle any discrimination faced any pupils and staff because of their sexuality.

What we are currently doing:

- We have a school wide focus for Annual Anti-Bullying Week.
- We collect any data on homophobic bullying and tackle any incidents of homophobic behaviour.
- The head of key stage 3 has attended Stonewall training and has delivered assemblies which raise awareness of this.
- We have regularly supported Stonewall events and campaigns in school - no bystanders.
- Pupils have planned and delivered assemblies to raise awareness of LGBTX and we celebrate LGBTX Month.
- Our approach to relationships and sex education is based on respect and empathy towards others of different backgrounds, cultures, sexuality and views.
- We support pupils who are questioning their sexuality and we work with and signpost parents to additional support.