



Hetton School's Information and Objectives about Equality and Diversity **For publication 2th April 2018**

Hetton School has a proud and long-standing commitment to equality and diversity because of its determination to ensure that every child and member of staff, regardless of background or family/personal circumstances, fulfils their potential.

Our commitment to equality and diversity is stated clearly in our:

1. Equality and Diversity Policy (which addresses the nine protected characteristics highlighted by the Equality Act 2010);
2. Single Equality Scheme (which addresses the protected characteristics of age, gender including pregnancy and maternity, race, disability, religion and belief, and sexuality.
3. Equality and Diversity Action Plans (which address the six protected characteristics just listed).

The National Curriculum, RE, PD, assemblies and tutor time are used regularly to ensure that our pupils learn about equality and diversity. A timetable is scheduled for tutor time and assemblies to highlight and address equality and diversity issues.

We welcome the opportunity to share with the public our information and objectives about equality and diversity because:

1. This is the latest demand made on us due to the Public Sector Equality Duty dating from the 2010 Equality Act, and we wish to be fully compliant with current legislative requirements and understandings of best practice;
2. Publication of our information and objectives is designed to ensure parents and carers can make informed decisions about the school to which they send their children. Put another way, parents and carers will be able to decide which school is best for their children, based on how different schools address equality and diversity;
3. We are fully committed to transparency and accountability.

As a result of the 2010 Equality Act, every public authority must:

Eliminate discrimination, harassment, victimization and any other conduct that is prohibited by or under the Act;

Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;

Foster good relations between persons who share a protected characteristic and persons who do not.

It is because of this that we publish the following **objectives** for equality and diversity. We will:



- 1. Continue to Monitor and close the gap in achievement that currently exists or arise in relation to gender, PP and SEND;**
- 2. Continue to reduce and respond to any trends identified from reported incidents of bullying based on SEND, race and sexuality;**
- 3. Continue to monitor use of racist and homophobic language and respond with intervention and strategies to ensure its reduction.**

Narrowing the gap in achievement is a whole school priority, especially PP students, and there are many actions and interventions to support its progress. This continues to be a school priority as we are `not making as much progress as pupils with similar starting points nationally` Ofsted 2018.

We are ensuring staff consistently log and record incidents of bullying and respond accordingly. These incidents are monitored and acted upon daily and an overview is taken of trends and actions to improve issues are taken by the anti-bullying co-ordinator. We are in the process of certification to maintain the Gold anti-bullying chartermark within school. This was expected to be achieved by the end of the summer last year but there were still elements to implement due to a criteria change. This year there is a new Anti-Bullying co-ordinator who is ensuring this is in place. We have held a regional conference within school this academic year and students have won awards (LA) for their work in this area. In our recent Ofsted in Jan 18 it was noted that `pupils are proud of their school and tolerant ethos` and `pupils reported that bullying is rare but when it does happen the staff deal with it effectively`.

All racist and homophobic language is also logged by staff and responded to in line with school policy. We respond with intervention and strategies to ensure its reduction. We will keep an objective to continue to monitor. Ofsted stated `pupils speak strongly about the zero tolerance of discriminatory language and attitudes`.

To eradicate the use of homophobic language, which previously has not been an issue, but was evident in the younger year groups has been successful. Through a series of assemblies, promotional information from Stonewall, PD lessons, tutor time activities we have educated the students to show that use of homophobic language is not acceptable. Clear reduction in recorded incidents seen within school. From September there has been some incidents recorded borne from a lack of education about what is acceptable. Any trends or groups of students where this has become a concern is being addressed by HOYs.

As a result of the Public Sector Equality Duty, we publish the following **information about our Students:**

48% of pupils are female and 52% are male.

98.4% (99.5% - 2017) of pupils are White British and 1.6% are other.

Parents tell us that 62.2% (80% 2017) of pupils are Christian, 0.7% (0.3% 2016) are Methodist and 0.1% (0.3% 2017) are Sikh, 0.1% RC and 35.6% (13.9% 2017) have no religion.

Pupils speak 3 first languages: English, Portuguese and Panjabi. English is the first language for 99.8% (99.8% 2017) of pupils.

12.5% (14.3% - 2017) of pupils have a disability, special need and/or learning difficulty.



28.1% (29.3% - 2017) of pupils are on free school meals. The percentage of students who have been eligible for free school meals at any time in the past 6 years is significantly higher than the national average. 47.5% of students are PP.

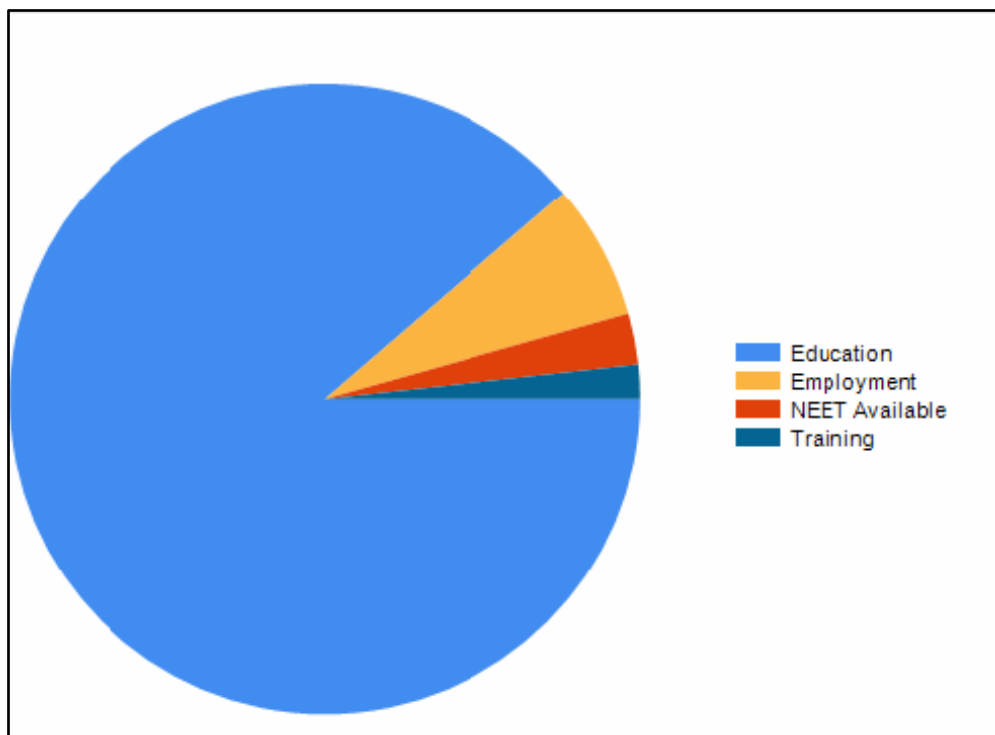
Pupils with disabilities, special needs and/or learning difficulties are, on average, making progress in line with other students in respective cohorts.

All pupils have access to a broad and balanced curriculum. This is reviewed regularly to ensure that the curriculum is appropriate to meet the needs of its students and to best prepare them for their future lives. Girls and boys have equal access to all sports/physical activities and technology lessons.

We monitor the progress of pupils identified by Ofsted as “vulnerable” to ensure that their needs and aspirations are met to the best of our abilities, and to ensure that they are not disadvantaged in relation to other pupils.

At Hetton School we have an established School Council and students are encouraged to become prefects and peer mentors. All students regardless of background and family circumstance are encouraged to engage giving a balanced representation. This ensures they reflect the different groups which exist among the students.

Destinations of Leavers in 2017/18 of 2016/17 KS4 Students (Connexions Data)





Hetton School

Equality

Respect. Learn. Achieve.

Activity Survey Summary as at 1st November 2017	Gender		Total
	F	M	
Education	93.1%	84.2%	102
Employment	1.7%	12.3%	8
NEET Available	5.2%	0%	3
Training	0%	3.5%	2
Total	50.4%	49.6%	115

When their secondary education concludes, 89% (81% last year) of all students progress to further or higher education and 7% (17% last year) move into employment or training. This makes a total of 97% who have progressed to work, education or training. 3% of students are NEET.

The September 2011 UK Statutory Instrument, which outlines what schools must do in relation to the publication of information and objectives, says that, although information must be up-dated annually (to take account of pupils entering the school and leaving it, and of changes among the staff), our objectives can remain the same for up to four years. We anticipate that some or all of the objectives above will be retained for at least one additional year, but others are likely to change.

Because our information and objectives must be published annually (and no later than a year following publication of such information and objectives for the first and all subsequent years), we will next publish information and objectives about equality and diversity on 1st April 2019.

More information about equality and diversity may be published as we learn more about what the expectations are. To date, very limited firm advice exists about what precisely should be published. Hetton School will NOT publish information which makes it possible for individual pupils or members of staff to be identified. Most of the information shared this year is already "in the public domain".

When the information and objectives are published next year we will comment on the progress we are making in relation to the objectives.

.....**Headteacher.**

.....**Chair of Governors.**

2nd April 2018

..... **Date**