

Haileybury Turnford Equality Objectives Evaluation – March 2021

This document is an evaluation of the school's Equality Objectives, which were set in February 2020.

The Public Sector Equality Duty (PSED) requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

- 1. To promote racial harmony, specifically among the student body. This would involve regular messages to students on our zero tolerance approach to racism in any form, and a rigorous follow up to any incidents, but also positive reinforcement through assemblies of the achievements and lives of people from different races and nationalities.*

To promote racial harmony, specifically among the student body we have continued to embed the following throughout the COVID-19 pandemic, through face-to-face work with students in school, and through our remote education provision:

- Ready, Respectful and Safe as our community's minimum expectations for all students through tutor time messages, assemblies and our SMSC-related work. This is part of our Pivotal Behaviour Curriculum which we have been following since April 2017. The school achieved the Pivotal Gold Behaviour Award and Young Citizens SMSC Gold Award, both in Autumn 2020.
- Our Haileybury Turnford Student character traits include and focus on being Kind, Ethical and Inclusive. Our assembly themes and tutor time activities focus and develop these traits with students. For example, we plan and deliver assemblies about the Holocaust Memorial Day, rights, responsibilities and recognising the rights of individuals who have additional needs or are LGBTQ+.
- We regularly encourage visiting speakers to attend our assemblies and include a Holocaust survivor as part of this programme.
- Our tutor programme includes a weekly SMSC session that addresses issues with students about racial issues and our PSD curriculum in particular emphasises the importance of racial equality.
- The school issued its Black Lives Matters Statement following the death of George Floyd in May 2020, and has taken next steps including appointing a governor with responsibility for Equality, Diversity and Inclusion.

Year Achievement Coordinators ensure all racist incidents are dealt with promptly. Parents and carers are involved in any racist reported incidents and the school makes it clear that we adopt a zero tolerance policy toward any racism and therefore students can expect there to be a rigorous follow up and approach including external exclusion to any reported racism incidents. The occurrence and frequency of racist incidents are routinely reported to the Governors' Education Committee.

The school's Personal Development & Community Coordinator (new post in September 2020) has focused on specific curriculum initiatives including Black History Month and the Holocaust to ensure race is a high-profile issue within the school's curriculum. The whole school also participated in a non-uniform day: Wear Red Day – Show Racism the Red Card in October 2020 and students entered the national Show Racism the Red Card competition in Spring 2021, with entries showcased in HT News.

2. *To analyse staff appointments according to information about protected groups (under the equality legislation) with a view to seeing whether further action is needed.*

An updated statement has been added to the school vacancies page to explicitly state that the school wishes to attract and select candidates from a wide, diverse talent pool. Names of candidates are removed from applications before any selection process for a post takes place.

Staff appointments according to information about protected groups are analysed termly by the HR Manager and Principal. No further actions following such analysis has been required in the past year. Any further actions required would be reported to the Governors' Finance & Resources Committee.

Post-appointment, colleagues who identify as BAME, are able to participate in the school's staff BAME Forum which was introduced in Autumn 2020.

3. *To analyse exclusions and racist incidents by ethnic group (it is not possible to fully analyse these in terms of other protected groups, for example, sexual orientation, religion, gender assignment, beliefs), and to combine this with the existing data on public exam performance by ethnic group, with a view to seeing whether any further action is needed.*

The Rewards, Behaviour & Discipline Policy requires each racist incident to be recorded on our central logging system. The actions are followed up and recorded for each incident. Parents/carers are always informed and asked to attend a reintegration meeting to discuss the incident if it resulted in a fixed-term exclusion. All fixed-term exclusions and permanent exclusions are analysed by ethnic group and reported to the Governors' Education Committee.

In terms of progress and achievement, ethnic groups perform very favourably compared with White British students. Further analysis takes place between all different ethnic groups and is reported to the Governors' Education Committee.

4. *To analyse internal progress, attainment and attitude to learning data by ethnic group with a view to seeing whether further action is needed.*

Following each data drop all internal progress, attainment and attitude to learning data is analysed, including by ethnic group. Year Achievement Coordinators and

the Senior Leadership Team review this data and agree further actions accordingly. It is also reported to the Governors' Education Committee for scrutiny.

Equality Objectives set for the next twelve months will be similar to these equality objectives to enable the governing body to evaluate any trends over an extended period of time, with additional objectives also added to enable the school to evaluate additional areas linked to school improvement priorities.