

Haileybury Turnford Equality Objectives Evaluation – April 2022

This document is an evaluation of the school's Equality Objectives, which were set in April 2021.

As a public body, Haileybury Turnford must comply with the public sector equality duty (PSED) in the Equality Act 2010 and the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017. This means that Haileybury Turnford must publish:

- details of how it complies with the public sector equality duty, and must update this every year
- its equality objectives, which must be updated at least once every 4 years

Haileybury Turnford will demonstrate compliance including details of how it is:

- eliminating discrimination
- advancing equality of opportunity – between people who share a protected characteristic and people who do not share it
- consulting and involving those affected by inequality, in the decisions the school takes to promote equality and eliminate discrimination

1. To raise participation and enjoyment in reading for boys.

- Launch of whole school reading strategy in September 2021 has meant a real focus on participation in reading across the curriculum for boys in all year groups
- There has been a significant investment in new library stock, and there has also been two author visits to Year 7 students to support reading participation and enjoyment
- Feedback from boys in Key Stage 3 indicates increased enjoyment in reading
- This work will be further reviewed in summer term 2022, as part of the school's external reading strategy review

2. 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:

- 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

- 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 protected characteristics, including
- Our tutor programme includes regular sessions that addresses issues with students about racial issues and our PSD curriculum in particular emphasises the importance of racial equality
- The school will be participating in anti-racism work throughout the academic year 2022/23 to increase staff confidence and understanding of anti-racism issues further

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 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 2021 and student members of the school's Black Lives Matter Committee organised a Cultural Buffet in October 2021.

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 suspension. All suspensions 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.

5. *To reduce exclusion rates for boys.*

There has been a small increase in suspensions for boys during the academic year 2021/22 to date compared to the academic year 2020/21. This is due to school being fully open throughout this academic year (last academic year there was a lockdown between January to March 2021). These trends will continue to be monitored closely.

6. *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 in March 2022. This has directly resulted from the school's involvement in Herts for Learning's Great Representation anti-racism programme for schools throughout the academic year 2021/22.

Staff appointments according to information about protected groups are analysed termly by the HR & Wellbeing 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 and has seen greater staff representation in the academic year 2021/22.

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.