

Haileybury Turnford Equality Objectives Evaluation – March 2023

This document is an evaluation of the school's Equality Objectives, which were set in April 2022.

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. *All staff to participate in anti-racism training throughout academic year 2022/23 as part of the school's work as an anti-racism school.*

- All staff received anti-racism training on 2/9/22 and 4/1/23.
- A Parent Forum about the work of the school to support becoming an anti-racist school was held in February 2023.
- Staff focus group began in February 2023.
- Phase 1 CPD: staff self-reflection and understanding work to take place in April 2023.

2. *To promote anti-racism and racial harmony amongst the student body. This will involve regular information 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 the curriculum of the achievements and lives of people from different races and nationalities.*

- Promotion of different religions and faiths, including awareness and work during Black History Month and for Holocaust Memorial Day.
- Rigorous follow up and robust response taken towards all reported racism and racist comments by the Pastoral Teams and evidenced by reports to governors, student records and incident records.

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 further action is needed.

- Exclusions and racist incidents are analysed by ethnic group and reported regularly 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 raise participation and enjoyment in reading for boys.

- Developing and improving reading has been a key priority for the school and there is a published literacy and reading strategy based on Education Endowment Fund (EEF) recommendations.
- This strategy and action plan is monitored regularly by the Governors' Education Committee. External validated data confirms all student groups, including boys, have made progress in reading.

5. To raise participation and enjoyment in co-curricular activities for students with protected characteristics.

- Attendance lists are sent to all form tutors at the start of each half-term. Within these, protected characteristics are highlighted to enable form tutors to signpost students to co-curricular activities if not already participating.
- Pastoral Teams receive specific lists for their respective year groups to promote activities on offer during social times.
- All staff running co-curricular are reminded to record attendance on Class Charts to ensure it is accurate.
- Subject areas, when promoting co-curricular activities remind those with protected characteristics individually when appropriate, to participate in activities.
- Detailed analysis about the increased participation and enjoyment for students with protected characteristics will take place in the summer term 2023.

6. To reduce suspension rates for boys.

- Suspension rates for all groups of students, including boys, continue to decline and are below the reported national average rates. Student behaviour data is analysed routinely by school leaders to notice where patterns and trends of behaviour are occurring and intervene when necessary.
- *Data is analysed and shared at each Governors' Education Committee.*

7. To provide a very clear equality statement as part of the academy's staff

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

- The school has a clear equality statement which has been added to all vacancies since March 2022.
- 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, all staff appointed to the school will join all training about protected groups.
- Relevant information shared in exit interviews is analysed by the Principal to support the further development of school policy and training for staff.