

# HENDON SCHOOL



*Learning Together Across the World*

## Equality Information and Objectives

Date of Ratification:	May 2025
Date of Next Review:	May 2027
Trustee Committee:	Staffing Committee
School Staff Responsible:	DHT with Responsibility for Equality
Nominated Trustee:	Chair of Staffing Committee
Policy Held:	School Policy File School HR Office



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## 1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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 governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, Students and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link trustee is the chair of staffing committee. They will:

- Meet with the designated member of staff for equality every term and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The Headteacher will:

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

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and Students

- Meet with the equality link trustee every term to raise and discuss any issues
- 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 objectives as set out in section 8.

#### **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.

Staff and trustees are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every academic year.

#### **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 that are connected to a particular characteristic they have (e.g. Students with disabilities, or gay Students who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim Students to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all Students to be involved in the full range of school societies)

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

- Publish attainment data each academic year showing how Students with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own Students

#### **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 by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, Students will be introduced to literature from a range of cultures

- Holding assemblies dealing with relevant issues. Students will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Encouraging and implementing initiatives to deal with tensions between different groups of Students within the school.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## 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:

- Cuts across any religious holidays
- Is accessible to Students with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

## 8. Equality objectives

### **Objective 1:**

Increase the coverage of staff data held and consider how we can best use our analysis of current staffing and ongoing recruitment data and trends regarding ethnicity, gender, sexuality and disability, and discuss this with the staffing committee of the governing board. We believe that it is important for the school to promote a fair representation of different groups of staff including race, gender and disability hence the need for an analysis of the data.

### **To achieve this objective, we plan to:**

- increase the coverage of staff data held through update questionnaires and engagement with staff immediately after appointment, given the reluctance of many applicants to specify details on application forms before they get to know our school.
- continue to analyse and report on staff data to understand trends and to inform decision making

### **Progress we are making towards this objective:**

- We have analysed current staff data according to the representation of distinct groups and this has given us a clearer picture of the current situation.
- However, there is considerable data that is not yet obtained and widening the coverage of data held needs to be an ongoing priority.

### **Objective 2:**

Increase the representation of staff at all levels from local black and minority ethnic communities over a 5-year period from November 2020 to November 2025, so that this group increases from 40% to 75% of the workforce to be more representative of the school's student population.

**To achieve this objective, we plan to:**

- Review our advertising coverage to ensure that it gives an opportunity to staff from a wider range of backgrounds to apply for vacancies
- Ensure our recruitment process is constantly reviewed to ensure that the recruitment of staff representative of our diversity is part of all stages of our process.

**Progress we are making towards this objective:**

- BAME staff currently make up 48% of the workforce (Jan 2023).
- Staff have formed a Diversity and Inclusion Working Party and are working to consider policies, practice, curriculum and heritage celebration.
- Adverts for teacher vacancies now include a statement encouraging applications from staff reflecting the diversity of our school.

**Objective 3:**

Prioritise the training of members of the school community including students, staff and trustees about equal opportunities, non-discrimination and inclusion. Training evaluation data should show that 100% of those attending have a good understanding of principles, strategies and terminology to use. We believe that it is important to continue to raise the awareness of equality opportunities and non-discriminatory practice amongst all members of the school community.

**To achieve this objective, we plan to:**

- Source organisations or individuals to run equality and non-discriminatory training for groups of the school community
- Analyse training evaluation data
- Explore the possibility of working towards a Race Charter mark to support the training and awareness of our school community

**Progress we are making towards this objective:**

- 2 key staff training INSET sessions this year have raised awareness around tackling discriminatory behaviour
- Assemblies and tutor time have focused on student awareness of discriminatory behaviour and how we work to tackle this as a community
- A new post of Diversity Coordinator has been appointed to focus on diversity within the curriculum and on the celebration of our diverse community.
- A curriculum audit has reviewed curriculum practice and Heads of Faculty are working to increase diversity representations across the curriculum, initially focusing on Key Stage 3