

Holland Park School – Equality duty and analysis

Equality Duty

Welcome to the Holland Park School equality page. Here you will find details of how we meet our duties under the Equality Act 2010 and support our commitment to providing an environment in which each individual has complete equality of opportunities and do not suffer any discrimination, whether directly or indirectly.

Our General Equality Duty

In October 2010, the new Equality Act introduced a Public Sector Equality Duty, which requires the Academy to have due regard to the need to:

- **Eliminate unlawful discrimination, harassment and victimisation** and other conduct prohibited by the Act;
- **Advance equality of opportunity** between people who share a protected characteristic and those who do not; *and*
- **Foster good relations** between people who share a protected characteristic and those who do not.

Protected Characteristics

There are 9 Protected Characteristics under the Equality Act; Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex and Sexual Orientation. The Equality Duty requires the Academy to consider how our activities affect the people who share these different protected characteristics and to publish information to show how we do this.

Equality Information

In order to meet our Equality Duty, we are required to publish Equality Information about how our policies and practices affect those with Protected Characteristics. To this end we have conducted an Equality Analysis to assess and demonstrate our compliance with our Equality Duty. A copy of this analysis is included below. We will conduct this analysis on an annual basis.

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Equality Data – Information on the Pupil population / Information about our employees.

Equality Objectives

As well as publishing Equality Information, we are required to establish at least one Equality Objective to address any areas of inequality, or possible inequality, identified as part of our analysis. Details of our objectives can be found at the end of this document. We will publish Equality Objectives at least every four years.

PART ONE – EQUALITY ANALYSIS

Protected Characteristic	Group	<u>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</u>	<u>What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?</u>	<u>What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?</u>	<u>What action do we need to take –these will form your objectives (see overleaf)</u>
Race	All:	Equality Guidelines, Harassment & Bullying Policy, culture day celebrations, PSHCE curriculum	Inclusion Policy, celebrate diversity.	School activities to promote positive attitude to support protected groups, community activities, celebrate diversity, provision of translators.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data,	Those with protected characteristics included in Equality Steering Group and	Include staff with protected characteristics in activities, culture of academy, teamwork.	

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		record of cases, recruitment monitoring, 121 meetings with line managers, advice sought from HR.	policy development, Fair recruitment processes, documents translated.	staff briefings, monitoring of workforce EAP Scheme.	
	Pupils:	Admissions Policy, racial incident forms, Principal's report, Governors minutes, comparable attainment data, SIMS records, analysis of 'micro population groups' as defined by Ofsted.	RE Curriculum, extended school activities, anti-bullying policy, use data to identify groups and implement planned interventions to meet needs, extended school activities to include all groups, EAL support, review exam results to determine actions and interventions, Place2Be and NKIP support. School Counselling Service, Student Council/Voice.	Monitor types of bullying, content of graffiti, taking seriously reasons for school refusal, celebration assemblies, support national events, culture days, displaying student photos. School Counselling Service, Student Council/Voice.	
Disability	All:	Equality Guidelines, Community Cohesions Policy, Harassment & Bullying Policy.	Inclusion Policy, Equalities statement, DDA Compliance. DDA compliance – reasonable adjustments made. Fully accessible building.	Forums and Newsletters. Communications record with parents of children with disabilities and provision for staff under DDA	

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Protected Characteristic	Group	What evidence do we hold that we <u>eliminate unlawful discrimination, harassment and victimisation?</u>	What evidence do we hold that we <u>advance equality of opportunity</u> with those who share a protected characteristic and those who do not?	What evidence do we hold that we <u>foster good relations</u> with people who share a protected characteristic and those who do not?	What action do we need to take –these will form your objectives (see overleaf)
Disability (Cont'd)	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, recruitment and promotion data, support plans and info on phased returns, data on staff registered disabled.	CPD access, dialogue with unions and other forums, staff survey, staff counselling, fair recruitment procedures.	Fair and transparent HR processes, Occupational Health screening, reasonable adjustments made, staff briefings.	
	Pupils:	SEN Policy, SEN achievement data, data on disabilities and adjustments made, evidence of exam access, interviews with parents, DDA compliance, student support from Academy, Disability & Access Policy, SEN/School Action Plus, Admissions Policy, analysis of 'micro population groups' as defined by Ofsted.	Assemblies, RE curriculum, parent's forums and workshops, discussions on tolerance, School Counselling Service, Student Council/Voice.	Supporting students with disabilities, strategies in place, School Counselling Service, Student Council/Voice, NKIP and Place2Be support available, strong pastoral teams.	
Sex	All:	Equality Guidelines, Community Cohesions Policy, Harassment & Bullying Policy.	Equality Guidelines, Inclusion Policy.	HR policies and procedures,	

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	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, tribunals, 121 meetings. Equal pay claims, cases of whistleblowing, recruitment and promotion data.	CPD access, EAP scheme, Staff survey.	Fair and transparent processes, training availability and attendance, staff briefings, Occupational Health screening, EAP scheme.	
	Pupils:	Admissions Policy, Pupil results, evidence of improvement, pupil data, incident forms, Governors minutes, SIMS, Student Support Panel, tutor time, analysis of 'micro population groups' as defined by Ofsted.	Inclusion, curriculum, assemblies, behaviour policy, School Counselling Service, Student Council/Voice.	Curriculum, syllabus data, training availability and attendance, assemblies, School Counselling Service, Student Council/Voice.	
Protected Characteristic	Group	What evidence do we hold that we <u>eliminate unlawful discrimination, harassment and victimisation?</u>	What evidence do we hold that we <u>advance equality of opportunity</u> with those who share a protected characteristic and those who do not?	What evidence do we hold that we <u>foster good relations</u> with people who share a protected characteristic and those who do not?	What action do we need to take –these will form your objectives (see overleaf)

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Gender Reassignment	All:	Examples of supporting transition, Equality Guidelines, monitoring forms and surveys, Community Cohesions Policy, Harassment & Bullying Policy.	Inclusions Policy. Easy access to informed, relevant advice. Newsletters.	Awareness of nationally recognised support groups who provide info e.g. GIRES and MERMAIDS. Forums and Newsletters, School Counselling Service (NKIP, Place2Be)	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment and promotion data for transgender, policy/guidance for staff transition.	Transgender colleague included in Steering Group and policy development. Staff training, clear recruitment processes, EAP scheme.	Include transgendered staff at local level policy/process development, staff briefings.	Further training needed for staff on this issue
	Pupils:	Achievement data on gender dysphoric pupils, recording all equalities incidents, policy/guidance on pupil transition, incident reports, Governors minutes, Principals report, comparable attainment data, SIMS, Student Support Panels, Admissions Policy, analysis of 'micro population groups' as defined by Ofsted.	Anti-bullying to include specifically transgender (see Home Office booklet). PSHE or citizenship item on transgender, School Counselling Service, Student Council/Voice, Students Policy.	Monitor type of bullying, content of graffiti, taking seriously the reasons for school refusal and being bullied if gender related, assemblies to promote ethos & diversity, School Counselling Service, Student Council/Voice.	Need to review the PSHCE curriculum to ensure it is appropriate and up to date

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Pregnancy & Maternity	All:	Equality Guidelines, Harassment & Bullying Policy, Community Cohesions Policy.	Compliance with Guidelines and Policies, Inclusion Policy.	Ongoing communication and support.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Recruitment and promotion data, rate of return post maternity leave, HR policies and procedures, Adoption Policy, Grievance Procedure, tribunals.	Compliance with legislation, maternity entitlements, Flexible Working Requests / adjustments made.	Celebration of pregnancies and births, KIT days, invitations to academy events, paternity leave granted, Staff Briefings.	
	Pupils:	Exclusions Policy, SEN Policy, data available, SSP minutes, student pen pictures, tutor time/PHSE, Admissions	Adjustments to support learning, liaison with other agencies, flexibility over curriculum and	Support network from pastoral team, student encouraged to maintain links with school during	
Protected Characteristic	Group	What evidence do we hold that we <u>eliminate unlawful discrimination, harassment and victimisation?</u>	What evidence do we hold that we <u>advance equality of opportunity</u> with those who share a protected characteristic and those who do not?	What evidence do we hold that we <u>foster good relations</u> with people who share a protected characteristic and those who do not?	What action do we need to take –these will form your objectives (see overleaf)
Pregnancy & Maternity (Cont'd)	Pupils: (Cont'd)	Policy, achievement data, adjustment to timetable.	exams, curriculum, results analysis, specialist centres, School Counselling Service Student Council/Voice.	absence and kept informed of student activities, ongoing communication and support, curriculum, liaison with parents, assemblies, School	

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				Counselling Service, Student Council/Voice.	
Age	All:	Equality Guidelines, Harassment & Bullying Policy, Community Cohesions Policy.	Compliance with Guidelines.	School Vision Statement.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment and promotion data, age profile of staff, HR policies/procedures and guidance, CPD availability and attendance.	Compliance with legislation.	All events inclusive, CPD inclusive of all age ranges, community volunteers, guest speakers.	
	Pupils:	Tutor time, pupil curriculum.	School Counselling Service (NKIP, Place2Be), Student Council/Voice.	All events inclusive, school work experience, community volunteers, curriculum progression, guest speakers, assemblies School Counselling Service, Student Council/Voice.	
Religion and Belief	All:	Equality Guidelines, Community Cohesions Policy, Harassment & Bullying Policy	Inclusion Policy, Faith Room available, time off for religious observation.	Community involvement. E.g PTA International Evening	More work to be done with the local community and families.
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment	Fair recruitment processes, documents translated, Faith Room available, fair	Assemblies, awareness and community involvement, Faith Room available, time off	

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		and promotion data, 121 meetings with line managers.	recruitment processes.	for religious observation, staff briefings, school's calendar adapted to meet the needs of majority religious group.	
Protected Characteristic	Group	What evidence do we hold that we <u>eliminate unlawful discrimination, harassment and victimisation?</u>	What evidence do we hold that we <u>advance equality of opportunity</u> with those who share a protected characteristic and those who do not?	What evidence do we hold that we <u>foster good relations</u> with people who share a protected characteristic and those who do not?	What action do we need to take –these will form your objectives (see overleaf)
Religion & Belief (Cont'd)	Pupils:	Group Equal Opportunities Student Statement, Admissions Policy, Tutor time.	RE curriculum, use data to identify groups and implement interventions, extended school activities for all, School Counselling Service, Student Council/Voice.	Students provided with time and space to observe, assemblies, community involvement, Prayer room, time off for religious observation, School Counselling Service, Student Council/Voice, School calendar adapted to meet the needs of majority religious group.	
Sexual Orientation	All:	Equality Guidelines, Community Cohesion Policy, Harassment & Bullying Policy.	Inclusion Policy.	School vision Statement, briefings.	
	Staff:	Equal Opportunities Statement,	Fair recruitment processes,	Staff briefings, TD days, 121's,	

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		Recruitment & Selection Policy, Grievance Procedure, HR data, 121 meetings, recruitment data, grievance outcomes.	engage staff in policy development, EAP scheme.	assemblies.	
	Pupils:	Admissions Policy, Tutor time, incident forms, Governors minutes, comparable attainment data, SIMS, Student Support Panel, pupil population data – benchmarked against local population data, pupil exclusion for discriminatory behaviour, analysis of ‘micro population groups’ as defined by Ofsted.	RE curriculum, data to identify and implement interventions, School Counselling Service, Student Council/Voice.	Team work, any needs identified and strategies put in place to support students, assemblies/ guest speakers, School Counselling Service, Student Council/Voice.	

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PART TWO – EQUALITY OBJECTIVES

Equality Objective 1: We will ensure that all students, particularly those with Special Educational Needs are fully supported to enable them to achieve in line with their potential.

We will complete this by (Date): Ongoing. Review in August 2024.

Why we have chosen this objective:

- The school has a large number of students with an EHCP (51)
- We have a large student population with some kind of SEND need – over 200 in total.
- We are keen to embed the idea that everyone who teaches or works at the school is a teacher of SEND or a supporter of SEND students.

To achieve this objective we plan to:

- Training for staff has been ongoing throughout the year and will continue this year and next

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Progress we are making towards achieving this objective:

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| <ul style="list-style-type: none">- As above.- We have recruited a large team of Learning Coaches, and a good administrative team to support our SEND work- Training that has taken place so far has been well received. |
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Equality Objective 2: The school will do more to recognise religious festivals from across all religions whilst maintaining a secular outlook overall

We will complete this by (Date): Ongoing

Why we have chosen this objective:

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| <ul style="list-style-type: none">- The school has a very rich diversity in terms of the student population, and many different nations and all of the main religions are represented in our student and staff population. For this reason it is important to recognise and value key events throughout the year. |
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To achieve this objective we plan to:

- Ensure that major festivals and events are included in our school calendar and celebrated through our PSHCE programme and our assemblies.

Progress we are making towards achieving this objective:

- This work has already started this year and has been very well received to date.

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