



Heworth Grange and the Equality Act 2010

Equality Duty Information Report

November 2019

For further information or if you need this document in large print, audio, Braille, alternative format or a different language please contact Mrs Patterson on 0191 4212244

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Introduction

1. The Equality Act 2010 requires schools to publish information by 6th April each year to demonstrate compliance with the aims of the Public Sector Equality Duty:
 - Information about how the school is promoting equality and eliminating unlawful discrimination for pupils, staff and governors with protected characteristics (or other relevant people with protected characteristics in the school community);
 - Information relating to employees with protected characteristics (*but only if the school employs 150 staff or more*¹).
2. The information published in this document is our response to this.

The Public Sector Equality Duty

3. The Public Sector Equality Duty is set out in Section 149 of Equality Act 2010. The 'Duty', as it is known, requires schools to pay due regard to the following, when exercising their public functions:
 - Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Actⁱ
 - Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share itⁱⁱ
 - Foster good relations between people who share a relevant protected characteristic and people who do not share itⁱⁱⁱ.
4. The full Act is available [here](#).

What we did during the last year

As a school, we take full account of equality and accessibility in our day-to-day policy, decision-making and practice. Where necessary, we put actions in place to address any barriers faced by pupils, parents, staff or governors with protected characteristics.

5. This includes:
 - Student and parent voice
 - The school council
 - The creation of an LGBTQ+ group
 - A faith and well-being room for student use
 - Barriers faced by pupils addressed in assemblies and L4L lessons
 - Pupil Premium strategies to address barriers to learning

¹ Listed bodies with fewer than 150 employees are not required to publish information relating to their employees (but they can choose to do so if they wish). They will still need to ensure, however, that they collect and use enough workforce information to effectively meet the general equality duty.

- EAL support staff
- Dedicated student support staff
- Mentoring schemes

We are working hard to be a good employer of people with protected characteristics.

6. For example, this includes:
- The creation of a workplace well-being group to ensure that the welfare of staff is paramount
 - A designated well-being room for staff to use
 - A designated well-being officer identified to all staff
 - A Mental Health Lead who is on SLT who offers confidential meetings and signposts for further support

Looking ahead – what next

7. Over the course of the year ahead, we will continue to deliver our equality objectives. You can find these on our website.
8. We will report annually on our progress on meeting these objectives.

Further information

9. Please see the accompanying document: Published Equality Information about the context of our school relating to the protected characteristics 2019-20
10. For further information please contact

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ⁱ Prohibited conduct:

Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic they have or are thought to have, or because they associate with someone who has a protected characteristic.

Indirect discrimination occurs when a condition, rule, policy or practice in your school that applies to everyone disadvantages people who share a protected characteristic.

Harassment is “unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual”.

Victimisation occurs when an employee is treated badly because they have made or supported a complaint or raised a grievance under the Equality Act; or because they are suspected of doing so.

ii The Act specifies that having due regard to the need to advance equality of opportunity might mean:

- Removing or minimizing disadvantages suffered by people who share a relevant protected characteristic that are connected to that characteristic;
- Taking steps to meet the needs of people who share a relevant protected characteristic that are different from the needs of others;
- Encouraging people who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such people is disproportionately low.

iii Having due regard to the need to foster good relations between people and communities involves having due regard, in particular, to the need to (a) tackle prejudice, and (b) promote understanding.

Published Equality Information about the context of our school relating to the protected characteristics **2019-20**

This is our published data about our school population and differences of outcome for groups with protected characteristics. Achievement data is based on 2015 validated data and will be updated in due course.

School data broken down by year group, ethnicity and gender, and EAL:

The school roll current numbers:

Year 7 - 209
Year 8 - 211
Year 9 - 210
Year 10 - 206
Year 11 - 202
Post 16 - 106

The student gender balance is currently 49.82% male and 50.09% female.

- 5.97 % of our students have English as an Additional Language (EAL).
- 1.22% of our students are looked after Children
- 1.58% of our pupils are young carers

We have 463 students classified as disadvantaged students in respect of whom we receive the Pupil Premium Grant.

School data broken down by types of impairment and special educational need:

In years 7 – 13 there are 110 pupils with SEN needs (9.66%) of whom 14 pupils have an SEN status (1.23%) our students our school has clear protocols and

targeted provision to support these pupils (see SEN Policy on the school website). Our SENCO oversees this provision. Learning Support Assistants also deliver targeted interventions to this group.

Provision is in place for all SEN students. We monitor the impact of this provision on attainment.

The school's SEND policy, Behaviour Policy, Teaching and Learning Policy and our pastoral interventions support our SEN students and other vulnerable groups. We work hard to develop strategies to engage in these students in lesson time to aid their progress.

The school is an accessible building, with ramps, accessible toilets and wheelchair accessible routes.

There is a current accessibility plan and equality objectives are in place.

The school has clear protocols and targeted provision to support SEN students.

In light of the makeup of our school, our Equality and Diversity objectives set September 2019 are:

- To narrow the gap between boys and girls attainments.
- To improve the outcomes of our Pupil Premium and SEN pupils make progress in line with other pupils.
- To work to meet the needs of young people around the issue of gender identity so that they feel fully supported and valued in school.
- To support those young people with social, emotional and mental health issues, both with their studies and through their experience of school life.

All members of the Heworth Grange School community will share responsibility for ensuring that there are equal opportunities throughout the school.