ANNUAL EQUALITIES STATEMENT 2024_2025

PART ONE: MEETING OUR PUBLIC SECTOR EQUALITY DUTY

During the year we have undertaken the following activities and actions to deliver our Equality Objectives. In delivering these activities and actions we have had 'due regard to:

1. Eliminating discrimination and other conduct that is prohibited by the Equalities Act 2010
2. Advancing equality of opportunity - between people who share a protected characteristic and people who do not
3. Fostering good relations across characteristics - between people who share a protected characteristic and people who do not

Actions to support delivery of:

Objective Part A: Embed equality, diversity and inclusion across our curriculum, teaching and learning practice

Pupil Support
- Access arrangements established for mock exams and end of key stage exams (year 11 and 13).
- Behaviour and Attendance trends monitored and then actions put in place to address any issues of equality.
- Admissions Policies fully compliant with the Equalities Act 2010.
- Anti-bullying policies create zero tolerance of bullying people on the grounds of race, ethnicity, gender, sexual orientation etc. Strategies for supporting victims, including restorative justice approaches.
- Child, parent, and carer access needs are analysed when joining school to ensure information is provided in an appropriate format.
- Classroom layout organised to ensure accessibility and participation by all.
- Classroom support for children with additional needs in place to ensure they access the curriculum fully.
- Personal Emergency Evacuation Plans (PEEP) for pupils with specific disabilities (accompanied by termly parental consultation meetings).
- SEND Code of Practice is adhered to.
- Special Educational Needs and/or Disabilities Co-ordinator (SENDCO) monitors SEND pupils equal opportunities across schools and hold regular staff Continuous Professional Development (CPD) sessions to raise awareness.
- Transition meetings held between primary/secondary establishments to ensure information is shared relating to pupils with any additional needs.

Curriculum
- English and History curriculums reviewed to include a diverse range of texts and study of a range of periods.
- Setting arrangements reviewed annually for SEND and Disadvantaged learners.
- PSHCE runs as a weekly timetabled session to address equality issues and promote equality.
- Reading curriculum to support pupils with reading ages significantly below chronological and cognitive age
- Science lessons teach about the contributions of some of the most consequential scientists in History.

Student Progress
- Progress of groups of learners tracked half-termly via ATL scores and biannually through Rank Order, with interventions put in place as a result.
- Targeted interventions and support in place for students across a range of subjects.
- Attainment tracking and progress for all students within faculties and across the school monitors key student
- groupings in terms of ethnicity, gender, Disadvantage and SEND.
- Careers Advisor provides guidance to SEND pupils.

Assemblies & Tutor Time
- Assemblies to include topics such as: Black History Month, LGBTQ+ awareness, etc.
- Quality Assurance is conducted to build up a map of good practice and areas for improvement.
  Anti-Bullying Policy is discussed in form time activities, linked to anti-bullying and zero tolerance of bullying on the grounds of race, ethnicity, gender, sexual orientation is promoted in these sessions.

Enrichment, Student Leadership and Extra-curricular activities
Whole year group trips run to ensure attendance of all students.
Newsletters and social media feeds to promote values.

Diversity, Equality and Inclusion Mentor programme - trains annually 20 students to become 'DEI' mentors to support community cohesion.
Leadership opportunities to support community cohesion – prefects, SuSu representatives, School Council representatives, Sports Leaders.
Readers programme
Extra-curricular activities, enrichment, external speakers and leadership opportunities promote the ethos of equality to students and help students develop good relationships with people of different characteristics.

Objective Part B: Embed equality, diversity and inclusion across our organisation

Governance, Planning & Reporting
- Mission, Vision and Values reiterated with staffing body half-termly.
- Annual staff, parent and student surveys run.
- Governor and Trustee visits to schools.
- Monitor rewards and sanctions to ensure that there is equality of opportunity for all pupils.
- Regular analysis and comparison of progress of SEND pupils with non-SEND cohort.
- Regularly reviewed Pastoral and Safeguarding Risk Registers to allow for early intervention, planning and support.

Staff Support
- Staff forum run half-termly to identify strengths and areas for further improvement.
- Half-termly behaviour survey run.
- Staff who feel they are experiencing work-based stress are supported through the use of Stress Management Plans supported by Occupational Health.
- Staff who have returned to work following Maternity leave are supported through their re-induction into work, with reasonable adjustments made where needed.
- Risk assessment completed for pregnant stakeholders with accompanying adjustment of duties where applicable.

Training
- Annual training for safeguarding and Keeping Children Safe in Education.
- Induction training - detailed definitions and training focussed on eliminating discrimination and promoting good practice
- PREVENT training for lead governor responsible for safeguarding
- Pupil Premium training to ensure it is being managed effectively.
- Regular training for staff to equip them with strategies and skills to facilitate learning for Neurodiverse pupils e.g. giving time-outs, using reduced amount of text, concise verbal instructions etc.
- Safer recruitment training provided to staff who undertake recruitment.
- Staff attend various training provisions, including Safeguarding, Prevent in Education, FGM, Child Sexual
- Exploitation, Child Sexual Abuse, and Adaptive teaching practices.
- Staff training relating to assessing the suitability of trips for pupils with additional needs to ensure they are accessible for all.
- Training on use of ICT systems through Microsoft Schools work, Visualisers, etc.
- Whole-school training on Staff Inset on Developmental Language Disorder.

PART TWO: STUDENT PROFILE

SECONDARY	Number on Roll	% of HGSS population	Attendance: National	Attendance: HGSS Y7-11	Progress 8: National	Progress 8: HGSS	Attainment 8: National	Attainment 8: HGSS
Special Educational Needs (SEN)								
Number identified with SEN	261	21.1%	EHCP: 86.3% K: 89.4%	EHCP: 80.56% K: 87.2%	N/A	N/A	*46.15*	35.06
Male	653	52.7%	93.2%	92.36%	N/A	N/A	*44.60*	42.81
Female	585	47.3%	93.1%	89.46%	N/A	N/A	*47.74*	50.15
White - British	867	70%	93.05%	90.88%	N/A	N/A		47.97
White - Irish	1				N/A	N/A		
Pakistani	106	8.6%	92.90%	88.50%	N/A	N/A		42.14
Indian	35	2.8%	95.11%	92.54	N/A	N/A		41.00
Arab	2				N/A	N/A		
Bangladeshi	9	0.7%	93.34%	90.84%	N/A	N/A		
Black - African	14	1.1%	96.30%	92.63%	N/A	N/A		43.50
Black Caribbean	10	0.8%	92.51%	90.8%	N/A	N/A		46.00
Chinese	9	0.7%	97.13%	94.60%	N/A	N/A		58.67
Gypsy/Roma			83.42%		N/A	N/A		
Any Other Ethnic Group	4	0.3%	93.96%	92.8%	N/A	N/A		
White and Asian	33	2.7%	93.86%	90.99%	N/A	N/A		43.75
White and Black African	8	0.6%	93.31%	95.21%	N/A	N/A		
White and Black Caribbean	34	2.7%	90.80%	89.69	N/A	N/A		63.25
Any Other Asian Background	19	1.5%	94.84%	94.44%	N/A	N/A		
Any Other Black Background	1				N/A	N/A		
Any Other Mixed Background	19	1.5%	93.40%	94.68%	N/A	N/A		30.00
Refused	8	0.6%		92.53%	N/A	N/A		54.00

Note: DP - Data is not published as to do so could breach data protection (enabling the identification of individuals)