



## Equalities Key Information & Objectives

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<b>Chair of Governors:-</b>	Steph Day
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### **Hobart High School – Equalities Objectives**

We have four equality objectives that encapsulate what we are aiming to achieve:

- For all members of our school community to be treated fairly and with respect, irrespective of their backgrounds and characteristics.
- To take steps to eradicate discrimination and harassment of any form.
- To provide equality of opportunity for all members of our school community, including within consultations and gathering views.
- To ensure all students are supported to make good progress, including through the use of extra support where this is required for individuals to be successful.

Further information on our student cohort and the actions or approaches we take for specific groups with protected characteristics can be found below.

### **Hobart High School – Key Equalities Information for Students on Roll**

Number of students on roll at Hobart High (as at November 2023): 682.

Please note, the factual information below is reflective of the school roll at time of writing.

The Equality Act (2010) protects people from discrimination on the basis of ‘protected characteristics’. Protected characteristics are disability, age, sex (gender), gender reassignment, pregnancy and maternity, race (ethnicity), religion and belief, sexual orientation and marriage or civil partnership.

As individuals, we all have some of the protected characteristics cited above, and so the Equality Act protects everyone against unfair treatment.

### **Special Educational Needs & Disabilities (SEND) Summary**

The Equality Act 2010 defines disability as when a person has a ‘physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities’. At Hobart High School, the number of students with Special Educational Needs and Disabilities is 88. There are students with different types of disabilities at Hobart, and these include:

- Hearing disabilities
- Physical disabilities
- Visual disabilities
- Health problems
- Mental health difficulties
- Specific learning and behavioural disabilities such as dyslexia, ASD and ADHD.

Summary November 2023:

	Number of pupils	% of pupils on Hobart roll
<b>EHCP</b>	17	2.5%
<b>SEND support</b>	57	8.4%
<b>No SEND</b>	608	89.1%

### Religion and Belief Summary

	% of pupils on Hobart roll
<b>Christianity</b>	35
<b>Muslim</b>	0
<b>Buddhist</b>	0.3
<b>Hindu</b>	0.6
<b>Sikh</b>	0.1
<b>No religion</b>	55
<b>No information provided</b>	8
<b>Other</b>	1

### Gender Summary

	Number of pupils	% of pupils on Hobart roll
<b>Female</b>	352	52
<b>Male</b>	338	48

### Ethnicity and Race Summary

	% of pupils on Hobart roll		% of pupils on Hobart roll
<b>White British</b>	92.2	<b>Any other mixed background</b>	0.9
<b>White and Black Caribbean</b>	0.8	<b>Black Caribbean</b>	
<b>Bangladeshi</b>		<b>Black European</b>	
<b>White &amp; any other Asian Background</b>	1.5	<b>Filipino</b>	
		<b>Any other Asian background</b>	1.2
<b>White Eastern European</b>	1.3	<b>Kurdish</b>	
<b>Other Mixed Background</b>		<b>Other Black</b>	
<b>Portuguese</b>		<b>Other Black African</b>	
<b>White European</b>		<b>White &amp; Black African</b>	0.3
<b>Indian</b>	0.4	<b>White &amp; Chinese</b>	
<b>Chinese</b>	0.1	<b>White Other</b>	0.3
<b>Turkish</b>		<b>Yemeni</b>	
<b>Albanian</b>		<b>Information not obtained / refused</b>	0.8
<b>Any other Ethnic Background</b>	0.2		

### Gender Reassignment - What do we mean by gender reassignment?

People may express their gender in a way that differs from, or is inconsistent with the physical sex that they were born with. We recognise this and the following represent our commitments:

- We will not tolerate any form of discrimination, harassment and victimisation directed at anyone who is proposing to undergo, is undergoing or has undergone gender reassignment.

- We do not collect data on students and staff who are planning to undergo, who are undergoing or who have undergone gender reassignment.
- Although it is rare for students to undergo a process of gender reassignment, when this happens we will always aim to manage the situation with care and sensitivity.
- We recognise that people who are undergoing a process to reassign their gender may experience discrimination and harassment.
- We will always tackle any incidents of transgender bullying whether these are directed at students, teachers and other members of staff, parents and carers, or transgender people in the community.

### **Sexual orientation**

- We do not collect data on the sexual orientation of our students.
- We are aware that there may be a number of equality issues for LGBTQ+ (lesbian, gay, bisexual, pansexual, intersex, queer, questioning, two-spirit, asexual) young people. We take seriously any incidents of homophobic bullying and use of homophobic language, such as use of the word 'gay' to mean something is negative or derogatory.
- We record incidents regarding sexual discrimination or homophobic bullying and report these to Governors.
- Our Behaviour Policy promotes safety for all groups of students, regardless of sexual orientation.
- We support students to develop the skills to be confident learners, accepting and respectful of one another's lifestyles and beliefs. This is through the PSHE curriculum and curriculum enrichment activities, including the work of the Diversity Inclusion Campaigns and Equalities (DICE) and Pride groups.
- We will offer or signpost support for those who wish to share or find out about different sexual orientations (LGBTQ+). The school is part of the Norfolk LGBTQ+ Project's 'Educating with Pride' programme and training has been delivered for staff linked from the organisation.

### **Disability - What do we mean by disability equality?**

We recognise that a person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day to day activities. We are committed to promoting equality of opportunity for students, staff and other users of our provision, to ensure there is access to all of our school and its services. The following points outline our commitments to providing access and equality for all:

- We support disabled learners and staff by meeting their individual needs.
- We make reasonable adjustments to ensure that disabled students are not put at a disadvantage compared to other students.
- We monitor the attainment and progress of all our students including analysis for specific groups of students with SEND.
- We use the monitoring to identify and address barriers to the participation of particular groups in learning and other activities.
- We consult with parents, carers and families to improve learning and outcomes for particular groups.
- We take part in events that celebrate the lives of disabled people and promote equality.

- We ensure that the curriculum has positive images of disabled people.
- We will consult with disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues affecting them, rather than relying on people acting on their behalf.
- We carry out accessibility planning for disabled students that increases the extent to which they can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled students.

### **Ethnicity and Race (including English as an Additional Language (EAL) learners)**

#### **What do we mean by race?**

We adopt the definition of race as outlined in the Equality Act 2010 as one of the protected characteristics which referred to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins.

#### **What do we mean by EAL learners?**

We adopt the DfE definition for EAL learning which refers to learners whose first language is not English.

### **Equality of opportunity linked to Ethnicity, Race and EAL:**

- We set targets to improve the attainment and progression rates of particular groups of students as appropriate, and monitor attainment / progress.
- We identify and address barriers to the participation of particular groups in learning and other activities.
- We involve parents, carers and families in initiatives and interventions to improve outcomes for particular groups.
- We provide all students with opportunities to learn about the experiences and achievements of different communities and cultures.
- We aim to ensure that the curriculum challenges racism and stereotypes.
- The curriculum is supported by resources that provide positive images that reflect the diverse communities of modern Britain.
- We have an Anti-Bullying Policy that includes information on our intolerance of bullying or harassment on the basis of race, ethnicity and culture. The policy outlines our procedures and measures to ensure that the victim and the bully are dealt with appropriately and clear steps to monitor the situation after the matter has been reported and dealt with.
- We listen to the views of ethnic minority students through focus group work.

### **Gender - What do we mean by gender equality?**

We recognise that a person's sex refers to the fact that they are male or female. In relation to a group of people, it refers to either men or women or to boys or girls.

### **Equality of opportunity linked to Sex / Gender**

- We monitor the attainment of all our students using key group analysis, including for sex.
- We look to identify specific individuals rather than treating the sex as homogeneous groups.
- We are identifying and addressing barriers to progress and participation of boys and girls.
- We aim to ensure that gender stereotypes in subject choices, careers advice and work/university experience are avoided.
- We ensure that young people have access to information about different sector workplaces and occupations to challenge outdated images and ideas about careers and employment.
- We work in partnership with other organisations where there are opportunities to do so, including FE and HE institutions, to develop innovative and inventive ways of tackling sex / gender segregation in subject and career choice.
- We ensure that we respond to any sexist bullying or sexual harassment in line with our policies.
- We encourage students to develop an understanding of the experiences of different sex / genders in society and challenge sexism and negative stereotypes.
- We aim to ensure the inclusion of positive, non-stereotypical images of women and men, girls and boys across the curriculum.
- Female and male parents and carers are encouraged to be involved in the work of Hobart and contribute to their children's provision, learning and progress.

#### **Sexual orientation - What do we mean by sexual orientation equality?**

The school uses the definition as outlined in legislation meaning a person's sexual orientation / attractions towards:

- Persons of the same sex
- Persons of the opposite sex
- Persons of varying / fluid gender identity
- Persons who are non-binary
- Persons of either sex

To promote and embed this strand of equality:

- Diversity and inclusion are threaded through the curriculum.
- We have carefully considered how to appropriately integrate sexual orientation into the curriculum and within enrichment in a positive and constructive way, which enables students to understand and respect different sexual orientations.
- We ensure that LGBTQ staff are supported to be open about their sexual orientation.
- We support students to develop the skills to be confident learners and accepting of one another's lifestyles and beliefs, through the PSHE curriculum.
- We work with positive role models to help reduce bullying, provide support and make young people feel confident and comfortable.

#### **Religion and Belief - What do we mean by religion and belief?**

A religion or belief refers to a religious and/or philosophical belief including the lack of belief (e.g. Atheism). A religion must be identifiable and have a clear structural belief system. A belief does not

include faith or worship of a god or gods, but must affect how a person lives their lives or perceives the world (e.g. Humanism).

- Our curriculum, including RE and PSHE, supports students to be accepting of one another's lifestyles and beliefs, as well as exploring shared values.
- The RE curriculum and our enrichment offer enable students to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice and discrimination.
- We ensure we respond to bullying or harassment on the basis of faith and belief.
- We tackle prejudices relating to racism and xenophobia, including those that are directed towards religious groups and communities, such as antisemitism and Islamophobia.
- We study all major religions and some minor religions in RE and all students study RE in key stage 3, with elements of RE also taught in key stage 4 PSHE.

**The public sector equality duty:**

- We are aware that under the Equality Act 2010 it is unlawful to discriminate, harass and victimise a person because of a protected characteristic.
- When Governors consider equality issues in relation to policies, decisions and services, a record of this is kept in the minutes and papers of governing body meetings.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our students and employees.
- Our Home-School Agreement and Behaviour Policy sets out the standards of behaviour we expect from all students, including respect for others, and this includes the need for to act upon bullying of all types and forms.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, sex / gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken. We provide training to staff in relation to dealing with bullying and harassment incidents.
- We have a Special Educational Needs Policy that outlines our provision for students with disabilities and special educational needs.
- Our Accessibility Plan increases the extent to which all students can participate in the curriculum and improves the physical environment of the school for disabled students and adults.
- Our admission arrangements provide opportunity to identify and to support any student who has a protected characteristic.
- Our trust complaints procedure sets out how we deal with any complaints relating to Hobart High School.
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- We have procedures for addressing staff discipline, conduct and grievances.
- We have a Staff Code of Conduct that sets out the standards of professional behaviour expected from all members of staff.