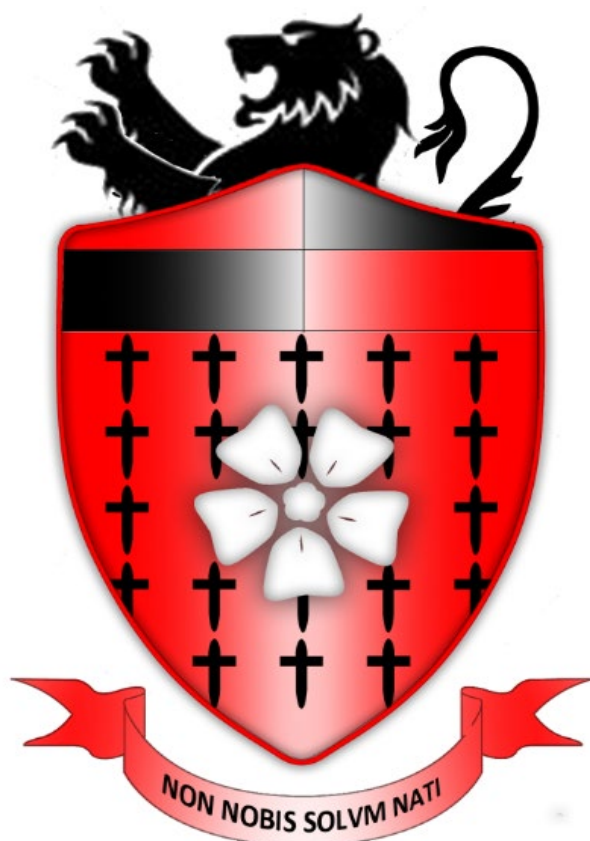


Hornsea School & Language College



Equality Act 2010 Equality Duty Information Report

Approved by:	Headteacher: 27.11.24	Governing Body: 27.11.24
Last Reviewed:	September 2024	Kay Sullivan
Date of Next Review:	November 2025	

For further information or if you need this document in large print, audio, Braille, alternative format or a different language please contact Rachel Corkish, Headteacher's Personal Assistant on 01964 532727 or office@hslc.co.uk.

Contents

		Page
1.	Introduction	3
2.	The Public Sector Equality Duty	3
3.	What we did during the last year	3
4.	What next - looking ahead	5
5.	Further Information	6

1. Introduction

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 more¹*).

The information published in this document is our response to this.

2. The Public Sector Equality Duty

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.

The full Act is available [here](#). (Please right click to Open Hyperlink)

3. 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 or governors with protected characteristics.

The characteristics that are protected by the Equality Act 2010 are:

- age
- disability
- gender reassignment
- marriage or civil partnership (in employment only)
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

HSLC has a strong inclusive practice and continually and consistently works to identify and support young people falling within groups with protected characteristics. We offer open, honest and supportive communication with parents, encouraging a collaborative approach at every step of school life.

Inclusion, safeguarding and pastoral support structures are fully integrated and offer holistic support, guidance and advice to young people and families through experienced professionals and specialist staff drawn from a variety of backgrounds including Counselling, Teaching, Education Welfare and Attendance, Careers Guidance and the Youth and Family Support Service. We operate an open door policy for students looking for help and guidance for a wide range of issues and problems that might otherwise impact on their education and aspirations for the future. We believe we can, and are totally committed to, making a difference.

All staff undergo a thorough induction process, whereby the culture of the school is explained and discussed with them. The importance of community, equality and inclusivity at our school is stressed from the initial stages of the recruitment process.

Further development of the role of the LBGTQ Champion at HSLC who had a strong presence within the school community and who has continued to develop strong working relationships with specialist agencies for LBGTQ, ensuring best possible support and outcomes for pupils.

HSLC now has a Menopause Champion who support regular group sessions for members of staff wishing to understand more about the Menopause and how this may impact on their working life at HSLC.

Through our Life Studies curriculum, we raise awareness and learning of local, national and global race and religion issues and the appreciation of the diversity of cultures ensuring students are exposed to information to enable them to make calculated, balanced and considered choices as they move into adulthood.

The school has clear procedures in place for dealing with any discrimination, harassment or victimisation of employees, students or visitors. The school ensures all employees and students are made aware that HSLC want to be informed of any incidents or concerns and that action will be taken when such behaviour is reported. It is also stressed that a concern does not have to be raised by the victim, and can be raised by a third party. The school ensures that the victim receives relevant and targeted support as required and that the perpetrator is informed of the unacceptability of their behaviour and a proportionate outcome is put in place. The School ethos supports acceptance and respect forming strong influence in school life/policies/procedures underpinned by the RESPECT agenda. School continue to ensure strong input through student voice to ensure policies and procedures translate to effective practice in managing any incidents of behaviour that impact on the physical and emotional wellbeing of other pupils.

We encourage involvement from all our students in after school activities. We provide a 'twilight bus' service which enables students to more easily access these activities.

School encourage and continually develop strong links with the business community to support and inspire our pupil community through work experience opportunities as well as guest speakers and networking opportunities through school based social events, including the 'Raising Aspiration' biannual event at school, with school inviting business leaders in the area to the school for an opportunity to discuss potential career pathways for pupils.

We continue to call ourselves a Language College and students in KS4 can study a modern foreign language culminating in examination entry.

Our work with families starts at the 'transition stage', where we work intensively with primary schools to ensure the move to HSLC is seamless, successful and safe and that the individual needs of each student are identified and met, with support from the SENCo for pupils with SEND starting as early as Year 5. HSLC have historically used transition as an opportunity to develop students understanding of British Values as well as an opportunity to explore themes around 'Positive Community', 'Respect', 'Raising Aspiration, Developing Resilience' and 'Being a Good Friend'. Our aim is to establish a platform for the most successful, rewarding and

enjoyable time possible at HSLC for all pupils. HSLC also hold annual Family Learning Days, encouraging further opportunities for families to learn together and will recommence the Summer School for Year 6 pupils transitioning to HSLC following the Covid 19 pandemic.

The commitment to educational inclusion for our students is an integral part of every aspect of the school. The child centred approach to teaching and the various activities and support offered by the Learning Support and Student Support teams ensure that the needs of each individual are met. Structured and ongoing communication with Progress Leaders, Senior Leadership and the Pastoral Management team underpins what is a pro-active approach to removing difficulties and barriers to education and our role as a multi-agency hub ensures appropriate and efficient signposting to third party agencies when necessary.

Nurture Group provision in Y7/Y8 and then Personalised Pathway programmes offered in Y9, Y10 and Y11 provide opportunities for a tailored curriculum to support academic and social learning needs. In addition to this all vulnerable groups are monitored closely and supported where necessary. Pupil Premium funding has enabled 1:1 and small group support in a range of subjects along with providing support to facilitate the inclusion of young people in the social aspects of secondary school life.

In September 2024, HSLC will launch it's whole school Mental Health Strategy. HSLC recognise the importance for all members of our school community to feel valued, welcomed, and have the support to ensure positive emotional wellbeing. At the heart of everything we do, we will continue to strive to be useful and kind, whilst encouraging creativity, resilience and aspiration, ensuring we can all be the very best that we can be.

We have strong links with our local church communities who have in previous years funded workshops with a local Christian group

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

- Consideration of flexible working and reduced hours;
- Providing specialist equipment e.g. specialist chairs and equipment for visually impaired or hearing impaired employees;
- Dedicated parking spaces for staff members that require them;
- Timetable adjustments e.g. employees with physical disabilities will not provide PE or Performing Arts Cover;
- Equal recruitment opportunities;
- Staff on maternity leave confirm whether they wish to be notified of recruitment opportunities at the school whilst on maternity leave;
- A dedicated physiotherapy room for any staff needing privacy to complete prescribed exercises throughout the day.
- Gender neutral toilet facilities identified throughout the school site
- Support for staff with support and interventions for positive mental health

4. Looking ahead – what next

HSLC will remain committed to a fair and inclusive approach to supporting diversity within our school community. This is underpinned by a belief and school ethos that values diversity in the belief that such an approach enriches and contributes positively and meaningfully to school life for all.

To facilitate and maintain this, HSLC will:

- Continue to work closely with primary schools through a structured transition programme with links to HSLC culture and expectations

- Have in place overarching and accountable, with an SLT link providing oversight, to allocate and monitor the use of PPG to support 'Disadvantaged Pupil' groups
- Maintain a school 'Hardship fund', partly funded by parental contributions
- Have a nominated LGBTQ 'Champion' appointed by the school (Emma Webster)
- Launch and implement the whole school Mental Health Strategy
- Continue to record and analyse incidents of discriminatory and prejudicial behaviour, (directly or indirectly) for members of the school community with protected characteristics and document response to such incidents, working with Humberside Police to ensure school based interventions are relevant and targeted to need
- Work with partner agencies (statutory and voluntary) to progress our 'Inclusion agenda' and support the needs of all members of the school community including support from the Youth Sports Trust, Social Prescribing and CAMHS and the SEMH Specialist Support Team
- Support the pilot of the embedded Early Help Practitioner at HSLC with local authority partners

We will report annually on our progress on meeting these objectives.

5. Further information

For further information please contact Rachel Corkish, Headteacher's Personal Assistant on 01964 532727 / office@hslc.co.uk.

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.