



HIGHFIELDS SCHOOL

EQUALITY AND DIVERSITY

BOUNDARY WAY, PENN, WOLVERHAMPTON, WV4 4NT

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Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#). This document also complies with our funding agreement and articles of association.

Roles and responsibilities

The governing board will:

- continue to do all it can to ensure that the school is fully inclusive to students and responsive to their needs.
- ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- take all reasonable steps to ensure that the school environment gives access to people with disabilities and also strive to make school communications as inclusive as possible for parents, carers and students.
- welcome all applications to join the school, whatever a child's background.
- ensure that no child is discriminated against whilst in our school on account of their protected characteristics
- ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, students and parent/carers, and that they are reviewed and updated at least once every four years
- delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

- implement the school's equality actions
- ensure that all staff are aware of the Equality Act and that staff apply these guidelines fairly in all situations.
- ensure that all appointment panels give due regard to this Act, so that no-one is discriminated against when it comes to employment or training opportunities.
- promote the principle of equal opportunity when developing the curriculum, and promote respect for other people and equal opportunities to participate in all aspects of school life.
- treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

- promote knowledge and understanding of the equality objectives amongst staff and students
- monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives.

Our Equality Goals

At Highfields we pride ourselves on being a diverse and integrated community serving a wide cross-section of the City of Wolverhampton and the surrounding area, fairly and equally.

All members of the school community including students, teaching staff, non-teaching staff, Governors, parents/carers, partners and visitors have the right to be free from discrimination.

We are committed to challenging all forms of discrimination. We look to ensure that all students are able to achieve no matter their gender, race, socio-economic background and/or sexuality. Difference should be acknowledged and celebrated to ensure that students have a full understanding of and respect for each other.

The ethos of our school is inclusive. Inclusion is promoted across the school from the nature of the curriculum offered to displays in corridors. Everyone should be given every opportunity to succeed at Highfields School.

We recognise that people have different needs and we understand that treating people equally does not always mean treating them the same. Some students will need additional support for them to achieve and be successful.

Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, particularly in relation to promoting equality and challenging discrimination.

Our curriculum content, particularly in Citizenship, and the assembly programme directly deal with issues of discrimination, its causes and how to prevent it.

School support and monitoring systems allow any acts of discrimination to be swiftly identified and dealt with.

Advancing equality of opportunity

We aim to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have

- Ensuring that staff have the information and tools they need to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

In fulfilling this aspect of the duty, the school will:

- Analyse attainment and progress data each academic year to identify how students with different characteristics are performing to determine strengths and areas for improvement and implement actions in response
- Make evidence available identifying improvements for specific groups
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own students

Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and form time, but also activities in other curriculum areas.
- Holding assemblies dealing with relevant issues. Students are encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to ensure positive relationships between different groups of students within the school. All students are encouraged to participate and engage in enrichment and extra-curricular activities. We also work with parents to promote knowledge and understanding of different cultures
- We have well-developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

Monitoring arrangements

We will update the equality information we publish, at least every year and review our equality objectives at least every 4 years. This policy links to our Accessibility Plan.

Equality objectives 2018-2022

Objective 1: Ensure that students that attract Student Premium Funding make progress at least of the level of all students nationally

Progress in this measure is difficult to determine this year due to the absence of national examinations and their replacement with Centre Assessed Grades. Outcomes in this measure for disadvantaged students have steadily increased over the last five years despite an over-representation of lower attainers in the cohort. 2020 has seen our strongest attainment with 71% of the cohort achieving standard passes in both English and Maths, well above national for all students, and strong passes rising to 48%, close to the national for all students.

Objective 2: Ensure that students with SEND continue to make progress at least of the level of all students nationally

As described above, 2020 was an exception but our own modelling shows that our SEND students made good progress, with SEND Support and EHCP students making progress at the same level as all students nationally.

Objective 3: Ensure that students from all ethnicity groups make progress at least of the level of all students nationally

The same modelling shows that all ethnic groups would have achieved a Positive Progress 8 score in 2020, besides BCRB students. This cohort is small with only 13 students but continues to be a priority for the school. Our current BCRB Year 11 cohort are performing exceptionally well at this point.

Objective 4: Increase the representation of teachers from local and minority ethnic communities

Although we will always appoint the best applicant, it is pleasing to note that there has been an continued to be incremental increase in the number of staff from BME communities. We will continue to ensure that posts are advertised widely and that we promote the diverse and inclusive ethos of the school.

Objective 5: Ensure that school policies, procedures and practices are in place to effectively support students who are transgender or who have questions about their gender identity

Significant progress has been made in this area of our practice. Our policy has been developed after comprehensive research and consultation, building on national best practice. This has been presented to and approved by Governors and shared with staff as part of our tutorial training programme. We are a Stonewall Champion School.

Information about our students

Number of students on roll at the school: **1669 (at September 2020)**

- The Equality Act protects people from discrimination on the basis of ‘protected characteristics’.
- Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability

- The Equality Act 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.’
- Highfields students with a disability have their needs met through an individual plan coordinated by our SENCO.
- There are students at our school with different types of disabilities

Students Special Education Needs (SEN) Provision	Number of Students	Percentage of school population
No Special Education Need	1184	71%
SEND Support	228	14%
EHCP	36	2%

Ethnicity

Ethnicity	Boys	Girls	Total
Any other Asian background	10	13	23
Any other Black background	4	8	12
Any other ethnic group	6	3	9
Any other mixed background	13	27	40
Any other White background	9	9	18
Bangladeshi	6	3	9
Black - African	21	23	44
Black Caribbean	17	15	32
Chinese		2	2
Indian	210	206	416
Pakistani	35	44	79
Refused	7	4	11
White - British	395	351	746
White - Irish	1	1	2
White and Asian	33	23	53
White and Black African	3	3	6
White and Black Caribbean	42	54	96

Religion and Belief

Anglican	12
Buddhist	7
Christian	503
Hindu	144
Muslim	108
No Religion	340
Other Religion	36
Refused	20
Roman Catholic	74
Sikh	251
None	174

Gender identity or reassignment: We do not collect this information on our students.

Sexual orientation: We do not collect this information on our students.

Information about our staff

If we have more than 150 employees we are required to publish information about them. This information aims to provide a profile of our school workforce.

Guarantees of confidentiality are given to all staff who provide monitoring information or who take part in staff surveys. Names and data are anonymized.

As of September 2020, the school employs 238 staff. Our staff are employed in the following main groups:

- Teaching staff
- Administrative and other related posts
- Support staff
- Catering staff

Age	Under 21	21-30	31-40	41-50	51-60	61-70	71-79	Over 80
Number	3	42	61	44	50	35	3	0
%	1%	18%	26%	18%	21%	15%	1%	0%

Disability	Number
Disabled	0
Not Disabled	1
Not Given/Known	237

Ethnicity	Number	% of Staff
Asian Indian	25	11%
Asian Pakistani	1	<1%
Asian Other	2	<1%
Black Caribbean	1	<1%
Black Other	1	<1%
Mixed White Black Caribbean	7	3%
Mixed Other	2	<1%
White British	180	76%
White Irish	4	2%
White Other	4	2%
Any Other Group	1	<1%
Not stated	10	4%

Gender	Total	% of All Staff
Female	166	70%
Male	72	30%

