

Equality Statement 2016

Lady Hawkins' School aims to be a fair and equal employer and place of study.

We aim to take into account the following in everything that we do:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation
- socio economic circumstances

We therefore set ourselves objectives (below) which allow us to ensure we show equality in everything we do. Targets are drawn from these targets and actions taken where necessary. Each year the actions and targets are reviewed and new targets and outcomes set. Below is our current set of overriding objectives.

Outcome Objective
Pupil Achievement
All pupils are assessed, monitored and tracked to reveal any under-achievement.
Under-achievement is identified and appropriate interventions are put in place.
Children are able to participate in a full range of extra-curricular opportunities.
Behaviour
Children respect one another and behave with respect to each other.
All children feel safe and valued.
All pupil's staff and parents know that inappropriate and harmful behaviours will be recognised and challenged.
Teaching
There is no discernable gap between potentially vulnerable children and their peers.
Leadership and Management
The staff and governing body reflects the diversity of the school community.
No pupils and their families are disadvantaged academically, socially or emotionally. All staff are mindful of the academic and social needs of all children, especially potentially vulnerable children.
A nominated member of SLT is responsible for the collection, analysis and publication of equality data including the recording of prejudice related incident.

For more information see:

<http://www.equalityhumanrights.com/legal-and-policy/legislation/equality-act-2010/what-equality-act>
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/85017/individual-rights1.pdf
https://www.herefordshire.gov.uk/media/6841812/ehrc_2013-16.pdf