

## Equality information and objectives

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### 1. Aims

Fortismere 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

### 2. Protected characteristics

There are nine protected characteristics under the Equality Act - Age, Disability, Gender reassignment, Marriage and Civil partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex and Sexual Orientation. The school must consider how its activities affect those who share the different protected characteristics.

### 3. 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](#).

### 4. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this document are published and communicated throughout the school, including to staff, students and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Co-Headteachers

The Co-Headteachers will:

- 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.

## **5. Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with relevant non-discrimination provisions.

Where relevant, 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, for example during meetings and training.

The school has an equality link governor who liaises regularly with senior leaders.

## **6. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular protected characteristic they have
- Taking steps to meet the particular needs of people who have a particular protected characteristic
- Encouraging people who have a particular protected characteristic to participate fully in any activities

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

- Use the published attainment data to show how pupils with different characteristics are performing
- Analyse attainment data to determine strengths, areas for improvement and actions in response.

## **7. 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 the curriculum. This includes teaching in RE, citizenship and relationships and sex education, but also activities in other curriculum areas.
- Holding assemblies and events dealing with relevant issues. Students will be encouraged to take a lead in such assemblies and events and we will also invite external speakers to contribute.
- Working with our local community. This includes inviting leaders of local groups to speak at assemblies, and organising school trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with any tensions between different groups of students within the school. We will also work with parents to promote knowledge and understanding of different cultures.
- We have developed links with people and groups who have specialist knowledge about particular protected characteristics, which helps inform and develop our approach

## **8. Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school will consider the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned.

## 9. Equality objectives 2022-26

Fortismere has identified three objectives as set out below. Progress against these objectives will be monitored by the CoHeadteachers and reported annually to the governing board.

1. **Safety for all**
2. **Unlocking potential of vulnerable groups**
3. **Involvement and engagement**

### Objective 1 - Safety for all

- Student voice
- Environment
- Culture of vigilance
- Academic and Pastoral Curriculum

*Why we have chosen this objective:*

We must ensure that as a school we are reducing prejudice-related bullying and the use of derogatory language. Students have the right to feel safe at Fortismere and to trust that whatever their differences, this will not make them a target of bullying or threatening behaviour. In addition, we are working hard to reduce the risk of gender or sex based violence and foster an atmosphere of mutual respect and understanding.

*To achieve this objective we plan to:*

- Strengthen student voice through existing channels such as the student leadership teams and ambassadors. We also need to relaunch and then maintain student councils for a wider perspective. We already use student focus groups for specific areas such as safeguarding and we need to ensure that the information collected is shared appropriately and where necessary, lead to action.
- Environment: student voice supports our understanding of safe and unsafe areas on the site. In addition, we will identify and rectify areas which lack CCTV coverage so we can monitor effectively. We will continue to make changes to student toilets so that all students feel safe.
- It is incumbent on all staff to make sure there is a culture of vigilance. Training and reminders via line management and staff meetings will be used to remind staff to be vigilant. Staff are expected to engage with students on the walkway and during social times. Tutors are the first point of contact for students and it is vital that they have the training and skills necessary to promote and maintain safety for students.
- Academic and pastoral curriculum: Students are and will continue to be taught how to manage their own safety. For students for whom this presents difficulty they will continue to have access to support for impulse control and making safe choices. We will continue to work with external agencies such as Insight to work with students vulnerable to harm. Through the curriculum we will also continue to promote the accessibility of staff and counter the 'snitching' culture to ensure that students use the reporting structures in school to report incidents of harm or potential threats, whether inside or outside of school.

### Objective 2 - Unlocking potential of vulnerable groups - Closing gaps through impactful teaching and learning

- Pupil Premium statement
- MER process
- Identification of vulnerable students
- HQT Teaching and Learning and Intervention

*Why we have chosen this objective:*

We must ensure that we are closing gaps in attainment and progress between different groups through impactful teaching and learning and targeted support. Our ethos '*transforming lives through education*' encapsulates our focus and commitment to enabling equality of opportunity and securing better outcomes for disadvantaged young people. We strive for all our students to succeed and fulfil their potential whatever their background.

*To achieve this objective we plan to:*

We must ensure that our staff are aware of our students' characteristics, and the difficulties and barriers many of our students face. We will provide training on the different barriers that disadvantaged students experience and guidance on how these can be overcome. We will monitor regularly the progress students are making and react timely and appropriately when issues arise. This has been incorporated throughout the School improvement plan coming under a number of different areas of what we do.

### **Objective 3 - Engagement with learning and community**

- Enrichment and leadership opportunities
- All groups meet the school's attendance objective
- Behaviour data doesn't over-represent certain groups
- Cultural Capital

*Why we have chosen this objective:*

As a school, it is important that we ensure all students engage with their learning and feel a sense of belonging to the school community. In order to achieve, personally and academically, students need to feel valued through leadership and enrichment opportunities and must also have excellent attendance and behaviour for learning.

*To achieve this objective we plan to:*

- Review student voice opportunities (see above), identifying areas where students can contribute to policy and have a distinct voice in school improvement. Additionally, we intend to identify events that enable student leaders to contribute more effectively to the life of the school and to promote the school in the local community.
- As outlined in the attendance policy 'Missing out on lessons leaves students vulnerable to falling behind and less likely to achieve their full potential.' Analysis of data indicates that certain disadvantaged groups are more likely to have lower rates of attendance. We will have rigorous procedures in place to follow up on absences and work with parents and carers to support persistent absentees (e.g. because of EBSA) back into school.
- The school behaviour policy emphasises that 'poor behaviour cannot be tolerated as it is a denial of the right of pupils to learn and teachers to teach' and that 'students thrive in a safe environment and an atmosphere of positive relationships'. We plan to continue to build our ethos of positive behaviour management whilst having clear processes in place to identify students who are struggling to self regulate and to implement the best ways to support them through whole school learning and bespoke pastoral interventions
- The 'Matthew Effect' is well known in education, and it is key to the success and progression of students that we close this gap through the rich and inclusive academic and pastoral curriculum we offer.

## **10. Monitoring arrangements**

This document will be reviewed by the Co-Headteachers at least every 4 years.

This document will be approved by the governing board

**Agreed by governing board: January 2022**

**Review cycle: 4 years**