





To inspire, enrich and nurture so each individual reaches their full potential

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Equalities Information and Objectives

December 2024

To be reviewed every three years in the Autumn Term

Next Review: December 2027

History of Document

Issue No.	Date Issued	Prepared By	Approved By	Comments
Issue 1	December 2024	Victoria Hobson	Victoria Hobson	New model policy from The Key adopted

Contents

1. Aims	2
2. Legislation and Guidance.....	2
3. Roles and Responsibilities.....	2
4. Eliminating Discrimination.....	3
5. Advancing equality of opportunity.....	3
6. Fostering good relations.....	4
7. Equality considerations in decision-making.....	4
8. Equality Objectives.....	4
9. Monitoring Arrangements.....	4

1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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.

Our school aims to promote respect for difference and diversity in accordance with our core values; kindness, respect, resilience, responsibility, curiosity and confidence.

2. 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.

3. Roles and Responsibilities

The Trust Board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils 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 Principal.

The Principal will:

- Promote knowledge and understanding of the equality objectives among staff and pupils;
- Monitor success in achieving the objectives and report back to trustees.

The staff will:

- Be mindful of any incidents of harassment or bullying in the school;
- Address any minor issues of harassment or bullying and report any major breaches of the policy to the Senior Leadership Team;
- Identify and challenge bias and stereotyping within the curriculum and the school's culture;
- Promote equality and good relations, and not harass or discriminate in any way;
- Monitor pupils' progress and academic needs to ensure the appropriate support is in place;
- Keep up-to-date with equality legislation and its application by attending the appropriate training.

The pupils will:

- Not discriminate or harass any other pupil or staff member;
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values;
- Report any incidences of bullying or harassment, whether to themselves or to others, to the Senior Leadership Team;
- Abide by all the school's equality and diversity policies, procedures and codes.

4. 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 trustees are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

5. 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 that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying);
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times);
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies).

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing;
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information;
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying);
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

6. 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 personal, social, health and economic (PSHE) education, but also activities in other curriculum areas;
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute;
- Working with our local community. This includes organising school trips and activities based around the local community;
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.

7. Equality considerations in decision-making

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

- Cuts across any religious holidays;
- Is accessible to pupils with disabilities;
- Has equivalent facilities for boys and girls.

8. Equality Objectives

The school is committed to promoting the welfare and equality of all its staff, pupils and other members of the school community. To achieve this, the school has established the following objectives:

- Monitor changes to the curriculum to ensure they result in good outcomes for pupils in all vulnerable groups, and to review the curriculum considering new performance measures;
- Implement effective strategies to support pupils in all vulnerable groups;
- Improve the quality of support for pupils in all vulnerable groups in the classroom;
- Continue to explore the use of new technologies to support pupils in all vulnerable groups in accessing their learning.

9. Monitoring Arrangements

The school will update all published equality documentation annually and will publish its objectives at least every three years.