

Equality Statement:

At Thomas Hardy School we believe that all students and staff should have the opportunity to develop and succeed without fear of prejudice or bias.

We do not tolerate discrimination against any person in our school community and celebrate the things which make us unique, such as the diversity in our race, sex, age, religion, sexual orientation, gender identity or expression, disability or neurodivergence. We strive for an inclusive culture that inspires us to do new things, to be bold and to speak openly about the issues that have an impact on us. At Thomas Hardy School we believe that we all have the potential to achieve, and that by working together we are stronger and happier. Respect, responsibility and resilience is our core message to students about their place in the world and the way that they respond to others.

Equality Objectives:

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). For schools, this means that it is unlawful to discriminate against individuals or treat them less favourably because of their gender; race; age; disability; religion or belief; gender reassignment; sexual orientation; pregnancy or maternity.

Under the Act, the school is expected to comply with the Public Sector Equality Duty (PSED). This requires us to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

As a public organisation, we are required to:

- Have due regard to the PSED when making decisions or developing policy and practice.

- Publish information to show compliance with the Equality Duty. This is done via our MAT Equalities Policy.
- Publish Equality Objectives which are specific and measurable.

Our MAT Equalities Policy is in line with national guidance and contains information about how the school complies with the Public Sector Equality Duty. It also gives guidance to staff and the wider school community on our approach to promoting equality

Our Equality Objectives reflect the school's priorities and our values and draws upon the experiences of students, staff and the wider school community, as well as available data, in ensuring that the needs and rights of all members of the community are being met.

Equality Objectives for 2024-25:

Objective	Why have we done this?	Suggested Actions	Progress
<p>1. To continue to provide a school environment that welcomes, protects and respects diverse people.</p>	<p>We have a predominantly White school population and recognise the need to educate our student body about different cultures beyond Dorset and the nature of protected characteristics.</p> <p>It has been challenging to set up and sustain groups who meet to become involved in diversity activities. Although in the short term such groups are well-attended and thrive, maintaining involvement in the long term has proved difficult, perhaps due to the changing nature of our cohort.</p>	<p>Advice from organisations outside of the school as to how to maintain groups once started.</p> <p>Greater use of display boards around the school to highlight diversity and positive representation.</p> <p>External speakers to talk to year groups about diversity and positive representation.</p>	<ul style="list-style-type: none"> • Assemblies on the history of queer culture from outside agencies.
<p>2. To focus on literacy as a means of closing the gaps in attainment and achievement between students and all groups of students; especially boys and girls, disadvantaged students,</p>	<p>Proportionally, more of our disadvantaged students, boys and students with SEND have challenges with literacy. This holds them back from achieving their potential in the exams and can have a lasting impact on their futures.</p>	<p>Review whole school literacy document/policy.</p> <p>Create subject specific literacy plans, rooted in the discipline.</p> <p>Support teachers to define effective reading, writing, and talk in their subjects.</p>	<ul style="list-style-type: none"> • Teacher of literacy employed by the school. • NGRT Screening to identify students' literacy needs, followed by small group or individual work for students.

<p>students with Special Educational Needs and Disabilities, Looked After Children, and students from different heritage groups.</p>		<p>Ensuring that the development of disciplinary literacy is coherently aligned with curriculum development. Specialist staff and outside providers to raise awareness and challenges with literacy and share strategies for bridging gaps with students. Screening for SLCN in Years 9 and 10.</p>	<ul style="list-style-type: none"> • HLTA with responsibility for literacy.
<p>3. To ensure that all students are given the opportunity to make a positive contribution to the life of the school, particularly focusing on developing leadership opportunities for all students.</p>	<p>Giving students more leadership opportunities creates a greater self-esteem in students and can lead to further success in later life. Disadvantaged students, in particular, can find school a more accessible and welcoming place when given positions of responsibility.</p>	<p>Work with year teams and subject leaders to develop specific opportunities for students to take on leadership roles. Examine the wider school environment in terms of how students can be given further opportunities for leadership.</p>	<ul style="list-style-type: none"> • Student Voice • Student Union • Various sixth form mentor programmes in a range of subjects and areas. • Charity events • Tutor group representatives.
<p>4. To eradicate the use of homophobic, sexist, racist and other discriminatory language by students in the school.</p>	<p>In recent years, the school has observed a rise in the use of discriminatory language by students, often on social media platforms. Young men seem more susceptible to the use of discriminatory language within friendship groups and this is an</p>	<p>Educate students in assemblies at the beginning of the year by headteacher. Regularly remind students to treat others with respect in all aspects of school life and online. (Respect, Responsibility, Resilience)</p>	<ul style="list-style-type: none"> • Assembly • Behaviour policy • Equality and Diversity covered in counter-terrorism unit in Year 9. • Respectful relationships covered in PSHCE Year 9.

	<p>area of concern for a school has a predominantly White population.</p>	<p>Educate students in assemblies at other points in the year. Evaluate PSHCE curriculum to ensure that language around discrimination is specifically covered.</p> <p>Make specific reference to the Equality Act 2010 with real world consequences for this language highlighted. Invite PCSOs for assemblies if the problem is more widespread in the Year group.</p> <p>Effective consequences for use of this language in school, or towards other members of the school community. Provide education on return.</p> <p>Remind teachers regularly to be vigilant about the casual use of discriminatory terms such as 'gay' used as a slur.</p>	
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