



## EQUALITY STATEMENT

Hodgson Academy is a larger than average comprehensive school serving a wide catchment area within the Wyre district of Lancashire. The area has below average levels of social and economic deprivation and the percentage of students entitled to free school meals is low. The number of students with special educational needs is low in comparison to national averages. The students are predominantly white and the number of students from other ethnic groups is low.

**The Academy fully promotes a policy of 'Equality of Opportunity'.** No individual will be unjustifiably discriminated against. This includes, but not exclusively, discrimination because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.

**Our Academy Aims continue to stress our commitment to all learners at Hodgson Academy.**

Through the Hodgson Experience our students will grow into confident, resilient and respectful young people ready for the next stage of their lives.

In a calm and ordered environment our young people are hard-working, aspirational and independent learners.

The Hodgson family creates a vibrant, supportive and prejudice free culture, in which all children will thrive.

Inspirational and ethical leadership ensures that the Academy contributes to the raising of educational standards both in and beyond Hodgson.

**The Academy wishes to:-**

- **actively promote positive relationships and respect for human rights.**
- **ensure that all learners understand and respect differences.**
- **take positive action to tackle unlawful and unfair discrimination, inequality and unfairness**
- **adopt practices that make best use of the differing skills and talents of individuals**
- **focus on improving outcomes that raise standards and improve lives**

**The dimension of 'equality of opportunity'** continues to underpin the whole curriculum entitlement and educational experience of all students. It similarly underpins the recruitment, selection and development of all staff. The Academy remains mindful of the wide range of legislation in relation to equality and diversity

**In relation to staff** the Academy ensures that no requirement or condition will be imposed without justification which could disadvantage individuals purely on any of the protected characteristics laid down by the Equality Act. This applies to recruitment and selection, terms and conditions of employment including pay, promotion, training, transfer and every other aspect of employment including professional development and performance management. Our

policies and procedures in all aspects of the aforementioned are maintained and reviewed on a regular basis.

The Academy maintains procedures and selection criteria to ensure that individuals are selected, promoted and otherwise treated according to their relevant individual abilities and merits.

Our Staff Code of Professional Practice re-affirms that all staff should familiarise themselves with the Academy's Equality Policies and Schemes, and act in accordance with these and that all staff have a responsibility to promote equality and to take appropriate action when Academy practices or the conduct of others may be discriminatory.

**In relation to students** the Academy continues to seek to provide equality of opportunity within the curriculum by:-

1. ensuring that all students have equal access to all elements of the curriculum;
2. ensuring that all students realise their potential in all areas of the curriculum;
3. ensuring that during Key Stage 3 all students will benefit from a personalised curriculum tailored to their own needs, providing the broadest possible experience and delivered in ways which actively encourage informed choice at Key Stage 4
4. positively encouraging all students to participate, in mixed groups, in areas of the curriculum which have been traditionally linked to one gender, so that take up of option choices at Key Stage 4 will be free from stereotyping;
5. offering informed advice and guidance so that students have the confidence to challenge traditional choices which can determine post-16 educational and career destinations.

The Academy expects all students to achieve their maximum potential. In order to provide learning experiences which are effective the Academy continues to seek to:

1. develop cooperative working relationships between students based on mutual respect;
2. encourage the formation of mixed gender groups by students;
3. organise students into teaching and tutorial groups using a range of criteria other than gender;
4. develop in all students the communication skills required for negotiated strategies;
5. ensure just and fair treatment of all students;
6. allocate classroom tasks and responsibilities without gender stereotyping;
7. respond to the different needs of students, ensuring that all students have equitable access to teacher time, attention and resources;
8. ensure equality of opportunity for participation by all students in the full range of classroom activities;
9. ensure that language used by staff and by students gives equal value to all members of the Academy community.

In order to ensure that students work with materials and resources which are accessible and stimulating to all, there is:

1. an understanding of the nature of stereotypes in materials and resources;

2. a careful choice of text books, worksheets and other communications which are free from stereotyping;
3. a critical selection of audio-visual aids which challenge, rather than reinforce, stereotyping;
4. a careful monitoring of display materials;
5. a willingness to challenge traditional role models by promoting positive images in written and other media.

The Academy continues to seek to

1. avoid stereotypes in materials and resources used in examination questions and papers and in assessment techniques.
2. ensure that teachers are aware of the ways in which student self-perceptions may be influenced by amongst others gender, race and academic ability, so that positive action can be taken to enhance self-esteem;
3. develop in all students the communication skills and understanding of their own learning, to benefit from negotiated assessment procedures;
4. develop skills in all students to give them the confidence to recognise and record a wide range of personal achievements.

All staff continue to be encouraged to be aware that they are role models for students. The influence of stereotypes on student perceptions and aspirations should be recognised.

In recognition of the importance of harmonious relationships and mutual respect within our community and our diverse local, regional and national society, the Academy is fully committed to actively promoting community cohesion.

The Academy is confident that the results achieved in recent years provide clear evidence that the overwhelming majority of students regardless of, for example, their gender, race, first language or special needs perform very well. Attendance is excellent and improving. Behaviour is closely monitored and any instances of racist / homophobic actions are very rare but when they do occur they are quickly dealt with and actioned appropriately.

Significant and ongoing work on the recording and subsequent use of data over many years enables the academy to track all students in both their academic work but also with behaviour, rewards, attendance and punctuality. The information is utilized to monitor student progress throughout their time at Hodgson and to put in place intervention strategies where necessary. As well as tracking individual students the data allows us to track groups of students in a similar way. This data allows for leadership at all levels throughout the organization to consider the relevant actions to be taken to deal with all instances where performance / progress are not as expected.

Whilst the academy takes pride in the academic performances of our students and the work that underpins these successes we remain mindful that there is more to the child's education than just performance in the classroom. The Hodgson Experience encompasses the many varied activities that take place at the academy which all students have the opportunity to take part in and regularly do so. We record the numbers of students taking part in these enrichment

activities and use this data to help inform us as to the success of the activities and of those that may not be taking part as much as others.

### **EQUALITY OBJECTIVES**

1. To continue to address accessibility. Hodgson Academy is built on many different levels and is not easily accessible by wheelchairs. The Academy will continue to look as to how access can be improved and implement measures accordingly.
2. To continue to closely monitor the performance of all students (and intervening where necessary) to ensure that they achieve at the very least in line with their potential and that no groups of students are under-performing in relation to their peers.
3. To continue to ensure that our curriculum offer to students provides the right pathway for them all to progress to the next stage of their education and training.
4. To continue, where possible, to ensure that our staff and governing body have a reasonable gender balance and that they have representation from groups other than that classed as white-british. Where identified groupings do not have such a representation then the voice of such groupings are heard from external sources.
5. To closely monitor the taking part of students in extra curricula activities / school trips to ensure that all students continue to have the opportunity to widen their experiences as part of the 'Hodgson Experience' and to determine reasons why any non participation may occur.
6. The school is committed to valuing, respecting and understanding student's differing gender identities and furthering its support for students who require assistance.

**Reviewed by: Martin Pickles**

**Approved by: Board of Trustees**

**Date: 5<sup>th</sup> December 2022**

**Next Review Due: September 2023**