



Equality Objectives and Public Sector Equality Duty Report Year 1 Annual Impact Report



Our Mission

Providing a formidable education, within the classroom and beyond, to inspire the next generation of global citizens.

Our Vision

Developing compassionate, resilient and inspirational young people who can thrive within an ever-changing global community.

Under the Equality Act 2010, schools are required to comply with the Public Sector Equality Duty (PSED). This duty requires the school, in the exercise of its functions, to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not

This report outlines the actions taken by the school to demonstrate progress against the LCT's Equality Objectives during the reporting period.

The LCT's Equality Objectives are set by the Board of Trustees and are as follows:

- Objective 1: Promoting Equality in Access, Success, Progression, and Outcomes for Pupils with Protected Characteristics
- Objective 2: Building an Inclusive Workplace that Attracts Diverse Talent and Fosters Respect
- Objective 3: Nurturing Safe, Open, and Equitable Working and Learning Environments

Objective 1: Promoting Equality in Access, Success, Progression, and Outcomes for Pupils with Protected Characteristics

During the reporting period, the school have taken the following actions to support equality of access and outcomes:

At HLC Secondary we track and monitor attainment data, progress data, attendance data and behaviour data by protected characteristics, providing a clear evidence base to identify trends and potential gaps. This data is reviewed regularly by senior leaders.

Pupil Progress meetings take place for every year group, enabling staff to closely monitor progress of all pupils, including those with protected characteristics. These meetings support timely identification of need and the planning of targeted support.

Teaching staff use adaptive teaching strategies to respond to pupils' individual needs within the classroom, ensuring equitable access to learning and supporting pupils to make strong progress from their starting points.

A review of curriculum content and wider opportunities supports inclusive practice, ensuring all pupils are able to engage fully in school life and achieve positive outcomes.

These actions aim to ensure that all pupils are supported to achieve their potential and that inequalities in outcomes are proactively addressed.

Objective 2: Building an Inclusive Workplace that Attracts Diverse Talent and Fosters Respect

To promote equality and inclusivity within the workforce, the school have undertaken the following actions:

At HLC Secondary, inclusive recruitment and employment practices support a fair and welcoming work place reflective of the diverse community of Hadley. Clear, consistent processes and careful consideration of accessibility and language help ensure opportunities are open to all.

Respect and Belong are two of the school's core values and are embedded across all aspects of school life, shaping professional relationship, expectations and decision-making. These values underpin a culture where staff feel valued, supported and able to contribute fully.

HLCs Wellbeing Team plays a key role in fostering an inclusive and respectful workplace by providing support for staff wellbeing, promoting open communication and enabling early intervention when additional support is needed. This contributes to a positive staff culture in which diversity is recognised as a strength and all staff are able to thrive.

At HLC we embedded equality and diversity expectations into induction processes for new staff, ensuring a shared understanding of inclusive values and behaviours.

Objective 3: Nurturing Safe, Open, and Equitable Working and Learning Environments

To ensure a culture where pupils and staff feel safe, respected, and able to raise concerns, the school have implemented the following actions:

At HLC Secondary, clear expectations for respectful behaviour are embedded through our core values of Belong and Respect, which underpin relationships across the school community. Leaders are highly visible and operate an open-door policy, promoting trust, openness and shared responsibility.

Staff surveys are used regularly to identify strong practice and areas for further development, ensuring staff voice informs improvement and supports a positive, equitable workplace culture. Feedback is acted upon transparently, strengthening confidence in leadership and systems.

Robust induction and return to work processes support staff at key transition points, ensuring clarity, consistency and wellbeing. Weekly CPD for all teaching and support staff reinforces inclusive practice, professional expectations and ongoing development, contributing to safe, respectful and supportive working and learning environments.

These actions help create an environment where diversity is valued and where all members of the school community feel confident that concerns will be taken seriously and addressed appropriately.

Summary and Next Steps

Through the actions outlined above, HLC has demonstrated its ongoing commitment to meeting the Public Sector Equality Duty. Key developments include improved use of data, strengthened inclusive practices, enhanced staff training, and clearer systems for promoting respectful and equitable environments.

The school will continue to review its progress against the LCT's equality objectives, using evidence, feedback, and impact measures to ensure sustained progress and meaningful change for pupils, staff, and the wider community.

Next steps will focus on continuing to refine the use of data to close and remaining gaps, further embedding inclusive practice through CPD and curriculum development, and using staff and pupil voice to shape ongoing improvement. Through these actions, HLC Secondary will continue to promote equality of opportunity and positive outcomes for all members of our community.