

SAPIENTIA EDUCATION TRUST



OLD BUCKENHAM
HIGH SCHOOL

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THE PUBLIC SECTOR EQUALITY DUTY

EQUALITY INFORMATION AND OBJECTIVES

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Date	February 2022
Review Body	School
Endorsed by	Governing Body
Review frequency & next review due	Every 4 years or as required – February 2024
Comments	The school has a duty to meet its obligations under the public sector equality duty.

Endorsed by **Old Buckenham High School** Governing Body on 28th February 2022

1. Aims

Our school 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

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.

Rationale

The values that underpin Old Buckenham High School are visible throughout the school and are the cornerstone for all our work. They are:

Equality

Tolerance

Mutual Respect

Fairness

Integrity

Cooperation

The school improvement plan, the curriculum and other key documents and process reflect our values and we work hard to ensure the values are translated into practice to ensure they are reflected in the day to day experience of the whole school community.

Roles and responsibilities

The governing body 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 headteacher.

The equality link governor is Jack Eves. They will:

- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- 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 as set out below.

Eliminating discrimination

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

Staff and governors are regularly reminded of their responsibilities under the Equality Act.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training.

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 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 above data 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.

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 inviting leaders of local faith groups to speak at assemblies, and 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.

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 all students regardless of their gender identity.

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is

completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

Equality Objectives

The objectives which we identify take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them in the Equality Action plan.

Objective 1: All Learners are of equal value

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity

Objective 2: We recognise and accept difference

Treating people equally (Objective 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised and reflected in our policies and processes
- gender, so that the different needs and experiences of all people regardless of their gender identity are recognised and reflected in our policies and processes
- religion, belief or faith background
- sexual identity

Objective 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between people regardless of their gender, and an absence of gender, sexual or homophobic harassment.
- An environment in which young people are supported through challenges they may face linked to their gender identity and/ or sexuality.

Objective 4: We observe good equalities practice in safer recruitment retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity

Objective 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men

The Curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles.

In Old Buckenham High School a broad, balanced and relevant curriculum is differentiated to enable all young people to access the learning. In planning and teaching teachers aim to provide suitable learning objectives, meet the young peoples' diverse learning needs and remove the barriers to learning. For the majority of the week, young people with SEN are taught with their peers in mainstream classes. However, in order to maximize learning, some young people are withdrawn, individually and in small groups, to take part in targeted, time-limited interventions planned to meet particular needs. Young people with SEN are actively encouraged and supported to join in and benefit from additional activities and clubs.

Addressing Prejudice and Prejudice Related Bullying

The School is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to above

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islam phobia, and those that are directed against travelers, migrants, refugees and people seeking asylum

- prejudices reflecting sexism and homophobia

We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

There is a whole school pre-emptive approach to education around prejudice including assemblies (key stage or whole school). These are led by students when appropriate.