

Birkdale High School



Birkdale
High School

Aspire - Thrive - Succeed

Equality and Diversity Policy



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Date of Policy: June 2017
Member of staff responsible: Headteacher
Review date: June 2019 – every 2 years

Context

The legal and local framework for this policy is: The Equality Act 2010.

The Public Sector Equality Duty (PSED) was created by the Equality Act 2010 and replaced the race, disability and gender equality duties. The duty came into force in April 2011 and extends to all the aspects of a person's identity – known as 'protected characteristics' – that are protected under the Equality Act 2010. These are race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

The equality duty has two main parts: the 'general' equality duty and 'specific duties'.

The **general equality duty** sets out the equality matters that schools need to consider when making decisions that affect pupils or staff with different protected characteristics. This duty has three elements. In carrying out their functions public bodies are required to have 'due regard' when making decisions and developing policies, to the need to:

- Eliminate discrimination, harassment, victimisation 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 protected characteristics – between people who share a protected characteristic and people who do not share it.

Having due regard to the need to advance equality of opportunity is defined further in the Equality Act 2010 as having due regard to the need to:

- Remove or minimise disadvantages.
- Take steps to meet different needs.
- Encourage participation when it is disproportionately low.

For a school, having 'due regard' means:

When making a decision or taking an action a school must assess whether it may have implications for people with particular protected characteristics. It should consider equality implications before and at the time that it develops policy and takes decisions; not as an afterthought, and it needs to keep them under review.

The equality duty has to be integrated into the carrying out of a school's functions. The analysis necessary to comply with the duty should be carried out rigorously and with an open mind – it is not a question of just ticking boxes. Schools need to do this themselves and cannot delegate responsibility for carrying out the duty to anyone else.

In order to help schools in England meet the general equality duty, there are two **specific equality duties** that they are required to carry out. Schools have to:

- Publish information to demonstrate compliance with the general equality duty at least annually
- Publish one or more specific and measurable equality objectives at least every four years.

Aims and Values

Our school ethos states:

Birkdale High School is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all students to maximise their potential regardless of age, sexual orientation, gender identity, race, colour, religion or disability. We endeavour to promote positive relationships with parents, carers, governors and members of the wider community.

At Birkdale High School we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

The governors of Birkdale High School will not discriminate against a student or victimise a student:

- (a) in the way it provides education for the student;
- (b) in the way it affords to student access to a benefit, facility or service;
- (c) by not providing education for the student;
- (d) by excluding the student from the school;
- (e) by subjecting the student to any other detriment.

We aim to:

- provide a secure environment in which all our students can flourish, be healthy, stay safe, enjoy and achieve, make a positive contribution, and enjoy economic well-being;
- provide a learning environment where all individuals see themselves reflected and feel a sense of belonging;
- prepare students for life in a diverse society in which they are able to see their place in the local, regional, national and international community;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about different groups of people regardless of gender identity, ethnicity, disability, sexual orientation, religion and age;
- plan systematically to improve our understanding and promotion of diversity;
- actively challenge discrimination and disadvantage;
- make inclusion a thread which runs through all our activities.

To achieve these aims we will:

- involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures;
- publish and share our policies and impact assessments with the whole community;

- collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage;
- use all available information to set suitable learning challenges for all, respond to students' diverse needs and overcome any potential barriers to learning;
- ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity;
- have high expectations of behaviour which demonstrates respect to others.

Leadership, Management and Governance

Birkdale High School is committed to:

- being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community;
- encouraging, supporting and enabling all students and staff to reach their potential and make a positive contribution;
- working in partnership with families and the wider community to establish, promote and disseminate inclusive practice and tackle discrimination ensuring that our **Equality and Diversity Policy** is followed.

Responsibilities

The Governing Body

It is the Governing Body's responsibility to:

- ensure that the school complies with equality legislation;
- meet requirements to publish and review equality objectives;
- ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans;
- scrutinise the recording and reporting procedures at least annually;
- follow the Academy admissions policy, which is fair and equitable in its treatment of all groups;
- monitor attendance and take appropriate action where necessary;
- have equal opportunities in staff recruitment and professional development and membership of the Governing Body;
- provide information in appropriate, accessible formats;
- be involved in dealing with serious breaches of the policy;
- be proactive in recruiting high quality applicants from under-represented groups.

The Headteacher

It is the Headteacher's responsibility to:

- implement the policy and its strategies and procedures;
- ensure that all staff receive appropriate and relevant continuous professional development;
- actively challenge and take appropriate action in any cases of discriminatory practice;
- deal with any reported incidents of harassment or bullying in line with school policy;
- ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy;

All Staff

It is the responsibility of all staff to:

- be vigilant in all areas of the school for any type of harassment and bullying;
- deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences;
- identify and challenge bias and stereotyping within the curriculum and in the school's culture;

- promote equality and good relations and not discriminate on grounds of race, gender identity, religion, age and sexual orientation;
- promote an inclusive curriculum and whole school ethos which reflects our diverse society;
- keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

Breaches of the Policy

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Governing Body as required.

Policy Planning and Review

Policy Planning and Development

- In the planning and development stage of policy-making, we will ensure we have consulted and taken into account stakeholder views.
- All improvement plans will be designed with an element of impact assessment built in to monitor the success of each activity.
- There will be a systematic review of the impact of all policies and procedures on equality and diversity to address any areas of inequality. Eg. achievement and attainment will be analysed to ensure progress for all, especially in relation to any identified disadvantaged groups; attendance and exclusion data will be reviewed to ensure no over-representation of any one group.)
- Our target-setting processes ensure appropriate, challenging targets are set in relation to identifiable groups as well as individual students / cohorts.

Monitoring and Quality Assurance

- Each student's progress is monitored and tracked. The resulting data is analysed in respect of recognised characteristics where statistically relevant gender, race, ability or additional needs, looked-after status.
- In addition to monitoring to rule out any potential disadvantage, quality assurance procedures ensure the school meets its duty to positively promote diversity. (eg lesson observations record evidence of differentiation and texts are reviewed to ensure appropriateness and inclusivity.)
- The data collected is used to inform further school planning, target-setting and decision-making.

Associated Policies

Birkdale High School Anti-Bullying Policy
 Birkdale High School Equality Objectives
 Birkdale High School Equality Objectives Annual Report

Dissemination of the Policy

All staff and governors will be informed of the policy. The policy will be placed in the staff shared area.

The specific objectives set by the governors at Birkdale High School for the 2015-2018 are:

1. To increase the level of pupil voice by extending our traditional school council to include a fair representation of all pupils in school, and in this way to foster good relationships in the school between those who have protected characteristics and those who do not.
2. To increase the membership of vulnerable pupils in out-of-school clubs and activities, and in this way to reduce or remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the Equality Act.
3. To narrow the gap in achievement between vulnerable groups of pupils and other pupils, and in this way to reduce or remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the Equality Act.
4. To increase staff's understanding of equality and its implications on a day to day basis, and in this way to reduce or remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the Equality Act'.