

Birkdale High School



**Birkdale
High School**

Aspire - Thrive - Succeed

Equality information & objectives

Contents

1. Aims	2
2. Legislation and guidance	2
3. Roles and responsibilities	2
4. Eliminating discrimination	3
5. Advancing equality of opportunity	3
6. Fostering good relations	3
7. Equality considerations in decision-making.....	3
8. Equality objectives.....	4
9. Monitoring arrangements.....	4
10. Links with other policies.....	4

.....

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

2. 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.

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The governing board 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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

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 in section 8.

4. Eliminating discrimination

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

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it will be recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training on aspects of the Equality Act every 2 years.

5. 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

6. 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. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
- 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. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. 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

The school will keep 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 organizing the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Objective 1: 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.

Why we have chosen this objective: FSM and PP students still underperform compared to their peers when taking into account prior attainment

To achieve this objective we plan to: Focus support on FSM and PP students as identified in our plan

Progress we are making towards this objective: The school minimized differences in 2017.

Objective 2: Have in place a reasonable adjustment strategic plan to address obstacles encountered by students to access learning

Why we have chosen this objective: Several barriers to access have already been identified

To achieve this objective we plan to: engage with professionals who can advise on priorities and key action points

Progress we are making towards this objective: Significant mobility obstacles have already been removed,

Objective 3: Embed throughout the school greater awareness and support for LGBT students and staff in order to achieve the Stonewall Silver award

Why we have chosen this objective: It is a key part of our development as an all-boys school

To achieve this objective we plan to: build on the work already done

Progress we are making towards this objective: we achieved the Bronze award this year

Objective 4: Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by July 2019. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective: As a single trust academy we need to ensure we accurately reflect and promote the variety of British society

To achieve this objective we plan to: audit current skill set and plan a targeted training program

Progress we are making towards this objective: work has taken place for staff on equality act and LGBT related issues

9. Monitoring arrangements

The Environment committee will update the equality information we publish, [described in sections 4-7 above], at least every year.

This document will be reviewed by the Headteacher and approved by the Environment committee at least every 4 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment

Annual review 2016-2017

The specific objectives set by the governors at Birkdale High School for 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.

School council in 2016-2017 was purposefully included students of all abilities and backgrounds. The most fundamental work around inclusion and student voice however was the work of the Stonewall student group, which gave a real voice to students concerned with LGBT issues.

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.

Funding has been directed at engaging vulnerable students in extracurricular activities. Visits have been specifically planned for them and delivered, DofE signings have increased although completion rates remain an issue, Money is being made directly available for parents to support these activities. Uptake of some targeted clubs such as science club comprises a significant majority of vulnerable students.

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.

2017 outcomes showed that the school significantly reduced differences. The attendance gap also reduced. FSM students however remain our hard to reach group.

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'.

Equality act training took place for all staff in 2016. In 2017 all staff undertook training on LGBT related issues. The school was awarded the Stonewall Bronze school champion award.