Public Sector Equality Duty

February 2022

Our school aims to meet its obligations under the Public Sector Equality Duty by having due regard to the need to:

- **Eliminate discrimination, harassment and victimisation 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.**

This underpins our school vision and core values and is reflected in our inclusive ethos.

Vision
To provide all members of the school community with the opportunities to engage with 'life in its fulness' (John 10:10) through the highest quality of education, encouragement and endeavour. We are committed to stiving for excellence and ensuring that all students are known, valued and can achieve.

Values
Friendship, Respect, Responsibility, Compassion, Wisdom, Perseverance

* The protected characteristics covered by the Equality Duty are:

- **Age**
- **Disability**
- **Gender reassignment**
- **Marriage and civil partnership**
- **Pregnancy and maternity**
- **Race**
- **Religion or belief**
- **Sex**
- **Sexual orientation**

What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation as prohibited by the Equality Act 2010?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Below are examples of how we address the issues in question and may not be an exhaustive list.		
- Evidence from Safeguarding, PSHE, SEND, Equality, Behaviour policies - Equality lead on SLT - LGBT+ Group - Sexual harassment/misogyny working group and whole school strategic action plan - Ethnic diversity lead to be appointed following staff changes - Published programme of school assemblies - PSHE programme, shared with students and parents - Student surveys - results shared with parents, teachers, students and governors - Student council – minutes shared - CPOMs logs for safeguarding issues - Sanctions logs to ensure consistency – shared with Senior leaders and governors - Restorative work post sanctions - Enrichment/extra-curricular tracker to monitor involvement of students - Separate log for racist incidents shared with stakeholders - Sharing of evidence of hate crime reported to police - Risk assessments written for pregnant staff in the workplace - Site fully accessible to students, visitors with access issues - RSE policy evidence - Careers policy evidence	- Broad and balanced curriculum accessible to all students - Access arrangements made to enhance equal opportunity to curriculum for all - Be Safe days for holistic support across students - PSHE programme offers a wealth of experiential and provision opportunities for all students and particularly works with fostering shared ideals - Religious Studies programme - All students sit GCSE RS unless religious affiliation dictates - RSE policy has reference to equality of opportunity and how choices are promoted equitably - Careers policy has reference to equality of opportunity and how that is promoted in the wider world - Assemblies programme to promote inclusion, awareness and tolerance - Whole school information displays, share equality plans and increase awareness of topical equality and anti-discrimination issues - Clubs, trips, activities open to all students - Non-gender-specific toilets and changing areas - Site accessible to all - Exam arrangements provided for all students where needed, including off-site provision - Special requests for specific exam entries considered for students with English as a second language - Steps taken to eliminate period poverty – free products provided – access published in student bulletin - Promotion of national equality campaigns, such as LGBT History Month, Holocaust memorial, Black History month - Curriculum adapted to support topical issues such as History module on black figures in Tudor times - Asst HT worked with ex-student to promote 'Black Lives Matter'	- Strong links with the local community including regular on-site visits by PCSO and community policing - Specific identified member of staff to support Pupil Premium students - High profile visitors and speakers to the school to promote issues of equality - Assembly programme promotes the school values as well as a culture of educating all about differences and inclusivity - Regular communication with parents and carers to promote the school's inclusive agenda and particular issues as they arrive, including termly Head of Year letters - Promotion of national equality campaigns within school

What do we do to engage with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation?	What do we do to engage with the protected groups in order to advance equality of opportunity?	What do we do to engage with protected groups in order to foster good relations?
Below are examples of how we address the issues in question and may not be an exhaustive list.		
• SEND student profiles (provision mapper and passports) to reflect areas of need and provide intervention and support • Student voice – results published to parents, staff and students • Regular SEND reviews to enhance provision. These will always involve students and parents are invited to participate • Gender neutral toilets • Gender neutral uniform policy • Feedback from equality groups acted on by leaders in the school • Active school council to address issues • Celebration of success of all students in school	• Student Council meets regularly and feeds back to school leaders • Tutor mentoring takes place within school • Student questionnaires completed by all students • Student Welfare sessions available for those who require	• Vulnerable students are supported daily by Care and Guidance team, including HoY and Tutors • Student Welfare and Student Hub support available for all identified • Safeguarding in school is comprehensive • Staff wellbeing champions are available • Active engagement in outside agency support networks, including TAC, CIN, EBSA, PSP
How effective are we at eliminating unlawful discrimination harassment and victimisation?	**How effective are we at advancing equality of opportunity?**	**How effective are we at fostering good relationships between people who share a protected characteristic and those who do not?**
Below are examples of how we address the issues in question and may not be an exhaustive list.		
• Care and Guidance team respond to incidents swiftly and thoroughly • Issues of discriminatory behaviour are shared with staff to give an understanding of current issues to be aware of • DHT meets weekly with SENDCo and HoY to discuss issues and evaluate consistency of approach • Relevant training available to all staff • Advancing the provision of staff wellbeing is a school strategic priority • Data produced analysed and informs intervention strategies for all targeted groups of students, such as SEND and PP • Any discriminatory behaviour is recorded on CPOMs	• PP funding planned to support all students - published and shared with stakeholders • SEND funding planned to support all students – monitored by SLT and governors • SEND support relevant students with transition from primary to secondary and into Post 16 • Staff openly support groups, such as wearing Pride badges • Staff trained Mental Health First Aiders to support colleagues • All staff trained to challenge and report any discriminatory behaviour	• Parent surveys • Student surveys and student voice • Staff wellbeing Champions • Be Safe days • PSHE evaluations • Preparatory information about access issues sought for visitors, i.e. open evening, etc

Next Steps	• School Council to invite students with protected characteristics to meetings to canvas views and opinions • Promote and monitor involvement of students with protected characteristics in enrichment and extra-curricular • Reintroduction of peer mentoring to support students • Re-appoint ethnic minorities champion following staff changes