



# WILLIAM FARR

C of E Comprehensive School

## Public Sector Equality Duty

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 striving for excellence and ensuring that all students are known, valued and can achieve.*

### Values

**Friendship, Respect, Responsibility, Compassion, Wisdom, Perseverance**

We expect pupils to demonstrate their commitment to equality through our core values by:

Showing **compassion** for everyone

Giving of **friendship** without discrimination

**Persevering** to do what is right

**Respecting** all, without exception

Taking the **responsibility** to support others

Having the **wisdom** to confront prejudice and to work to eradicate it

\* 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

<b>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation as prohibited by the Equality Act 2010?</b>	<b>How do we advance equality of opportunity between people who share a protected characteristic and those who do not?</b>	<b>How do we foster good relations between people who share a protected characteristic and those who do not?</b>
<p style="text-align: center;">Below are examples of how we address the issues in question and may not be an exhaustive list.</p>		
<ul style="list-style-type: none"> <li>• Evidence from Safeguarding, PSHE, SEND, Equality, Behaviour policies</li> <li>• Equality lead on SLT</li> <li>• LGBT+ Group</li> <li>• Sexual harassment/misogyny working group and whole school strategic action plan</li> <li>• EDI group and feminist group created to promote equality within the school</li> <li>• Published programme of school assemblies</li> <li>• PSHE programme, shared with students and parents</li> <li>• Student surveys - results shared with parents, teachers, students and governors</li> <li>• Student council – minutes shared</li> <li>• CPOMs logs for safeguarding issues</li> <li>• Sanctions logs to ensure consistency – shared with Senior leaders and governors</li> <li>• Restorative work post sanctions</li> <li>• Enrichment/extra-curricular tracker to monitor involvement of students</li> <li>• Separate log for racist incidents shared with stakeholders</li> <li>• Sharing of evidence of hate crime reported to police</li> <li>• Risk assessments written for pregnant staff in the workplace</li> <li>• Site fully accessible to students, visitors with access issues</li> <li>• RSE policy evidence</li> <li>• Careers policy evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Broad and balanced curriculum accessible to all students.</li> <li>• Access arrangements made to enhance equal opportunity to curriculum for all</li> <li>• Be Safe days for holistic support across students</li> <li>• PSHE programme offers a wealth of experiential and provision opportunities for all students and particularly works with fostering shared ideals</li> <li>• Religious Studies programme</li> <li>• All students sit GCSE RS unless religious affiliation dictates</li> <li>• RSE policy has reference to equality of opportunity and how choices are promoted equitably</li> <li>• Careers policy has reference to equality of opportunity and how that is promoted in the wider world</li> <li>• Assemblies programme to promote inclusion, awareness and tolerance</li> <li>• Whole school information displays, share equality plans and increase awareness of topical equality and anti-discrimination issues</li> <li>• Clubs, trips, activities open to all students</li> <li>• Non-gender-specific toilets and changing areas</li> <li>• Site accessible to all</li> <li>• Exam arrangements provided for all students where needed, including off-site provision</li> <li>• Special requests for specific exam entries considered for students with English as a second language</li> <li>• Steps taken to eliminate period poverty – free products provided – access published in student bulletin</li> <li>• Promotion of national equality campaigns, such as LGBT History Month, Holocaust memorial, Black History month</li> <li>• Curriculum adapted to support topical issues such as History module on black figures in Tudor times</li> <li>• Asst HT worked with ex-student to promote ‘Black Lives Matter’</li> </ul>	<ul style="list-style-type: none"> <li>• Strong links with the local community including regular on-site visits by PCSO and community policing</li> <li>• Specific identified member of staff to support Pupil Premium students</li> <li>• High profile visitors and speakers to the school to promote issues of equality</li> <li>• Assembly programme promotes the school values as well as a culture of educating all about differences and inclusivity</li> <li>• 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</li> <li>• Promotion of national equality campaigns within school</li> <li>• Promotion through PSHE</li> <li>• Actively anti-racist</li> <li>• Encourage high visibility of protected characteristics</li> </ul>

<b>What do we do to engage with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation?</b>	<b>What do we do to engage with the protected groups in order to advance equality of opportunity?</b>	<b>What do we do to engage with protected groups in order to foster good relations?</b>
<p>Below are examples of how we address the issues in question and may not be an exhaustive list.</p>		
<ul style="list-style-type: none"> <li>• SEND student profiles (provision mapper and passports) to reflect areas of need and provide intervention and support</li> <li>• Student voice – results published to parents, staff and students</li> <li>• Regular SEND reviews to enhance provision. These will always involve students and parents are invited to participate</li> <li>• Gender neutral toilets</li> <li>• Gender neutral uniform policy</li> <li>• Feedback from equality groups acted on by leaders in the school</li> <li>• Equity of sanction</li> <li>• Active school council to address issues</li> <li>• Celebration of success of all students in school</li> </ul>	<ul style="list-style-type: none"> <li>• Student Council meets regularly and feeds back to school leaders</li> <li>• Tutor mentoring takes place within school</li> <li>• Student questionnaires completed by all students</li> <li>• Student Welfare sessions available for those who require</li> <li>• Meet with LGBT+ Space, EDI and feminist group</li> <li>• Meet with SEND students as part of the review process</li> </ul>	<ul style="list-style-type: none"> <li>• Vulnerable students are supported daily by Care and Guidance team, including HoY and Tutors</li> <li>• Student Welfare and Student Hub support available for all identified</li> <li>• Safeguarding in school is comprehensive</li> <li>• Staff wellbeing champions are available</li> <li>• Active engagement in outside agency support networks, including TAC, CIN, EBSA, PSP</li> </ul>
<b>How effective are we at eliminating unlawful discrimination harassment and victimisation?</b>	<b>How effective are we at advancing equality of opportunity?</b>	<b>How effective are we at fostering good relationships between people who share a protected characteristic and those who do not?</b>
<p>Below are examples of how we address the issues in question and may not be an exhaustive list.</p>		
<ul style="list-style-type: none"> <li>• Care and Guidance team respond to incidents swiftly and thoroughly</li> <li>• Issues of discriminatory behaviour are shared with staff to give an understanding of current issues to be aware of</li> <li>• DHT meets weekly with SENDCo and HoY to discuss issues and evaluate consistency of approach</li> <li>• Relevant training available to all staff</li> <li>• Advancing the provision of staff wellbeing is a school strategic priority</li> <li>• Data produced analysed and informs intervention strategies for all targeted groups of students, such as SEND and PP</li> <li>• Any discriminatory behaviour is recorded on CPOMs</li> <li>• As a restorative measure, the EDI students work with those students who have been suspended for discrimination, post suspension, to foster understanding</li> </ul>	<ul style="list-style-type: none"> <li>• PP funding planned to support all students - published and shared with stakeholders</li> <li>• SEND funding planned to support all students – monitored by SLT and governors</li> <li>• SEND support relevant students with transition from primary to secondary and into Post 16</li> <li>• Staff openly support groups, such as wearing Pride badges</li> <li>• Staff trained Mental Health First Aiders to support colleagues</li> <li>• All staff trained to challenge and report any discriminatory behaviour</li> <li>• The library has distinct sections of books on protected characteristics</li> <li>• The school has a prayer space as well as a chapel</li> </ul>	<ul style="list-style-type: none"> <li>• Parent surveys</li> <li>• Student surveys and student voice</li> <li>• Staff wellbeing Champions</li> <li>• Be Safe days</li> <li>• PSHE evaluations</li> <li>• Preparatory information about access issues sought for visitors, i.e. open evening, etc</li> </ul>

### **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
- Continue to support newly founded feminist group
- Curriculum review with the aim of diversifying and decolonialising
- Social Justice Framework – evaluation of practice
- Redefine the word 'tolerate' which forms part of the British Values
- Usualise protected characteristics in lessons, school and the community by continuing to increase visibility of them
- Continue to work towards a target of all students 'belonging'
- Plan for a cultural day