



# Equalities Policy

Last Review: October 2020

Next Review date: September 2023

*At Patcham High School we are committed to being a school for all and consider ourselves a proactive community who promote inclusivity and celebrate diversity. We are an Anti-Racist School who endeavour to create an environment which allows all our pupils and staff to thrive and learn from each other's differences; experiences, cultures, backgrounds, identities and abilities. It is our intention to ensure that all students are supported to be proud of themselves, respect each other and ultimately succeed as young adults. We are particularly conscious of the need to ensure the identities of those from minority groups are acknowledged and celebrated – in every field, at all times, every day - whether students of colour or LGBTQ+ we have an overall aim of providing equal opportunities for all by having One Team and One Dream.*

## 1. Principles

Patcham High School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We strongly believe that the Equality Act provides a framework to support our commitment to valuing diversity, tracking discrimination, promoting equality and fostering good relationships between people in our school. We welcome our duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have regard for equality; and to publish equality objectives to show how we plan to tackle particular inequalities and reduce or remove them. The education we provide at Patcham High reflects the diversity of our community. The ethos of the School supports the development of self-respect and self-esteem in all students, staff and the community we serve. We are proud of our School community, in which all members have a right to be treated and valued equally regardless of race, class, gender, sexual orientation, size, parental and relationship status, ethnicity, age, social class, religion, disability or disadvantage. This policy endorses three key principles of inclusion:

- setting suitable learning challenges
- responding to students' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of students

## 2. Context

Our school has a diverse community. The Equalities Act protects all members of our school community because every person has several protected characteristics.

*(The following information is taken from the Autumn 2020 School Census)*

Numbers of students on roll at the school: **1090**

### Gender

Year Group	Boys	Girls	LAC	DA	EHCP	K SEN
7	121	106	1	52	11	36
8	121	103	2	61	4	46
9	126	96	1	50	10	27
10	106	106	1	37	4	32
11	112	112	2	43	5	36
<b>Total</b>	<b>586</b>	<b>504</b>	<b>7</b>	<b>243</b>	<b>34</b>	<b>177</b>

## Religion

No Religion	713
Christian	288
Muslim	43
Other Religion	24
Refused	9
Jewish	5
Buddhist	4
Hindu	2
Sikh	2

## Ethnicity

White - British	909
White Other	30
White and Asian	24
Any other mixed background	22
Any other Asian background	17
White and Black Caribbean	15
White and Black African	13
White Eastern European	13
Arab	9
Refused	7
White Western European	6
Bangladeshi	5
Black - African	5
Indian	4
Pakistani	3
Any other Black background	2
Other ethnic group	2
Black Caribbean	1
Chinese	1
Information Not Yet Obtained	1
Iranian	1
Total	1090

### 3. Aims

Patcham High 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

#### 4. 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](#).

#### 5. 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 every year
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is **Kate Jordan**. She will:

- Meet with the Headteacher and designated member of staff (**Hannah Kinchin-Frost**) and SLT lead **Mary Reid**) for equality every half term and to discuss any equality issues and how these are being addressed
- 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

A designated member of staff (**Hannah Kinchin-Frost**) and SLT lead (**Mary Reid**) for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every half term to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve our equality objectives.

## **6. 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 is recorded in the meeting minutes.

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

The school has a designated member of staff and SLT lead for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## **7. Recognising and dealing with discriminatory incidents**

When incidents of a discriminatory nature occur, we take collective responsibility for challenging and intervening positively.

**Manifestations of discrimination may be:**

- a student towards another student
- a student towards a member of staff
- a member of staff towards a student
- a member of staff towards another member of staff
- a parent or member of the public towards a student
- a parent or member of the public towards a member of staff

**Actions which are clearly unacceptable and/or hurtful include:**

- derogatory and discriminatory name-calling, insults, comments and jokes

- discriminatory graffiti or any other written insult including text messages, websites and social networking sites
- provocative behaviour such as wearing discriminatory badges or insignia
- bringing materials such as leaflets, comics or magazines into school which are judged to be discriminatory or designed to diminish, including pornography
- attempts to recruit others to organisations and groups practising discrimination
- making threats against a person or group
- offensive and/or hurtful actions against a person or group
- physical assault against a person or group
- unwelcome suggestions or physical contact including varying degrees of sexual assault
- any other instances of discriminatory behaviour

Any or all of these actions will be seen as particularly serious when the perpetrator is in a position of power or authority over the victim.

## **8. Framework for dealing with discrimination**

It is important to explain to the perpetrators why their actions are regarded as derogatory and discriminatory. The nature of the incident should be considered when deciding on a course of action

Staff will need to use their judgement as to the context of addressing the issue. If appropriate and possible, discussion with other colleagues (with specific reference to EDIT) is often helpful.

Dealing with incidents Coherence and consistency of practice are essential for effective action. The following are practical suggestions for dealing with discriminatory incidents:

- challenge the perpetrator(s) in a non-confrontational manner
- remove the perpetrator(s) from the lesson/situation
- establish the nature of the incident by obtaining a written statement from the perpetrator(s) and from those suffering the incident (the victim). Other witnesses may also be requested to provide written statements
- explain in detail to the perpetrator(s) the wrong done
- take appropriate action as determined by the nature of the incident

Follow-up and resolution of incident All discriminatory incidents will be recorded on SIMs. Parents will be informed and, if appropriate, a meeting will be organised. In all serious incidents, the Headteacher and Governors will also be informed.

## **9. 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. students with disabilities, LGBTQ+ students or BAME students)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim students 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 students 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 students

## **10. 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:

- a) Promoting equity, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in World Views and Life Skills, 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
- b) Holding assemblies dealing with relevant issues. Students will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- c) 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

- d) Encouraging and implementing initiatives to deal with tensions between different groups of students within the school. For example, our school council has representatives from different year groups and is formed of students from a range of backgrounds. All students are encouraged to participate in the school's activities, such as sports clubs. We also work with parents/carers to promote knowledge and understanding of different cultures
- e) We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## 11. Equality considerations in decision-making

Patcham High School ensures it has due regard to equality considerations whenever significant decisions are made. We always consider 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:

- f) Cuts across any religious holidays
- g) Is accessible to pupils with disabilities
- h) Has equivalent facilities for male, female and transgender students

## 12. Equality objectives: October 2020 - September 2024

Our equality objectives give due regard to the 3 aims of the general equality duty.

<b>Aim:</b> <i>To eliminate unlawful discrimination, harassment, and victimisation and any other conduct that is prohibited by the Act.</i>
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<b>Objective 1:</b> To ensure we adhere fully to the principles that underpin our status as an 'Anti-racist' school as evidenced by:
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| <ul style="list-style-type: none"> <li>a) A reduction in racist incidents to zero.</li> <li>b) A school workforce that proportionally represents the 30% of BAME students currently in school in England.</li> <li>c) An innovative curriculum that reflects, incorporates and embeds the history, heritage and culture of BAME communities.</li> </ul> |
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<b>Why we have chosen this objective?</b>
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| <ul style="list-style-type: none"> <li>• To reflect the national conscience and determination to tackle racism.</li> <li>• To challenge racist beliefs and structures that exist within the education system (eg: the curriculum).</li> <li>• To increase staff BAME representation so that it reflects the increase in the number of BAME students attending the school.</li> </ul> |
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- To ensure the school remains fully inclusive we must challenge racism effectively.
- To prepare students for a diverse society where all members are empowered.

**To achieve this objective we plan to ...**

- i) Develop an Anti-racist policy known to all.
- ii) Establish clear systems and mechanisms that we have in place to tackle racist incidents to allow students to come forward to discuss such incidents in confidence.
- iii) Appointed a designated member of staff and member of SLT for Equalities.
- iv) Take positive actions to encourage member of our BAME community to take advantage of opportunities for employment eg: reviewing the language used in job adverts / assessing the challenges and cultural differences that may deter BAME candidates from applying to work at the school.
- v) Provide mandatory relevant training opportunities for all staff to affect tangible changes in terms and attitudes, practices and outcomes relating to anti-racism.
- vi) Promote positive images of our BAME community on our website, in displays around the school in our publications.
- vii) Carry out a full curriculum review to ensure that both multi-cultural and anti-racist educational approaches are being implemented within the curriculum.
- viii) Create an empowered working group to improve representation, progression and success of BAME students and staff at Patcham High School.
- ix) Develop strategies to ensure that all parents, regardless of linguistic, cultural or social background are actively encouraged to participate in the life of the school.
- x) Further incorporation of anti-racist concepts and materials in our Life Skills programme.

**Progress we are making towards achieving this objective ...**

- Working group EDIT (Equality, Diversity and Inclusion Team) established and active.
- Appointment of Equalities Governor.
- Unconscious bias training delivered to all staff and further training on racial literacy.
- School has developed an anti-racist statement to underpin all school policies.

**Aim:** *Advance equality of opportunity between people who share a protected characteristic and those who do not.*

**Objective 2:** To ensure that students impaired by mental health issues are provided with the right support to access the school's full provision as evidenced by:

- a) A wide range of provision aimed at promoting positive mental health and overall student well-being
- b) Students making informed choices about healthy eating, fitness and their emotional and mental wellbeing.
- c) Staff equipped to provide pupils with skills that enhance their emotional well-being, so that they can learn well from the minute they begin their school day.

**Why we have chosen this objective?**

- To address the impact of the covid-19 pandemic and lockdown on student's mental health and wellbeing linked to:
  - a) Loss and bereavement
  - b) Challenging experiences at home
  - c) Inequalities
  - d) Uncertainty
- To breakdown the stigma and misconceptions associated with mental health
- To address an increase in reported cases of students with mental health concerns (anxiety and depression)
- To address the negative impact of social media on mental health.
- To trigger appropriate early intervention
- To support students who are waiting long periods for an appointment with CAMHS.

**To achieve this objective we plan to ...**

- i) Provide high-quality training and support for all staff.
- ii) Ensure mental wellbeing is addressed through our Life Skills programme.
- iii) Integrate the work in CALM and The Bridge to support our most vulnerable students.
- iv) Develop an effective early intervention programme.
- v) Engage with a wide network of external professionals and organisations who can offer effective support, advice and guidance.
- vi) Further develop our triage system PANEL to enhance our monitoring and intervention for mental health.

**Progress we are making towards achieving this objective ...**

- CALM
- Primary Mental Health Worker
- Developed role of Learning Mentors

- Effective intervention links established between SENCO, Pastoral Lead and Director of Bridge.
- Established relationships with outside agencies including CAMHS.

**Aim:** *Foster good relations between people who share a protected characteristic and those who do not.*

**Objective 3:** To promote a greater empathy for our LGBTQ+ school community as evidenced by:

- a) A reduction in homophobic incidents to zero.
- b) A curriculum that includes LGBT people and their experiences.
- c) Student attitudes that are inclusive and accepting.

**Why we have chosen this objective?**

- To prepare our students properly for life in modern Britain our curriculum must reflect the full diversity of our community.
- To challenge anti LGBTU bullying and language that remain community place in the wider school community.
- To ensure our students grow-up with inclusive and accepting attitudes.
- To ensure the needs of our LGBTU students and staff are met.

**To achieve this objective, we plan to ...**

- i) Ensure that Governors and parents understand the need to combat LGBTQ+phobia through positive education and representation, and know where to go for information, and if needed, support.
- ii) Ensure Effective policies are in place to address LGBTQ+phobia and positively support whole-organisation LGBTU inclusion.
- iii) Ensure our curriculum is inclusive and that LGBTQ+ people and identities are positively represented across all areas of the curriculum. This includes lessons and activities that are LGBTQ+ inclusive, as well as those that are LGBTQ+ specific.
- iv) Provide appropriate pastoral support so that students wishing to explore/express their gender and/or sexuality feel supported to do so. Skilled staff from within the organisation support them, including through signposting and referrals to appropriate local youth work services.
- v) Promote LGBTQ+ Student Voice to ensure Student-led initiatives are valued and supported to create an LGBTQ+ inclusive and positive environment.
- vi) Develop all staff so that they can recognise and consistently challenge and report LGBTQ+phobia, and are confidently using positive and appropriate language around LGBTQ+ identities.

**Progress we are making towards achieving this objective ...**

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| <ul style="list-style-type: none"><li>• LGBTQ+ allies integrated into EDIT (Equality, Diversity and Inclusion Team) working group.</li><li>• Rainbow Flag Award (Allsorts)</li></ul> |
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### **13. Monitoring arrangements**

The headteacher will update our equality objectives information annually. This document will be reviewed by Governors at least every 4 years.

### **14. Links with other policies**

This document links to the following policies:

- Accessibility Policy
- SEN Policy
- Behaviour Policy

\*All school policies are aligned to the Equalities Policy to ensure compliance.