

Blackfen School for Girls



Equalities Duties for Schools Policy

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Chair of Governors: Mr S Fitz-Gerald

	Date	Name	Signature
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Blackfen School for Girls

The Equality Act 2010 replaces all of the previous anti-discrimination acts and regulations which went before it and brings all of the requirements together in one place.

Under this Act schools have two duties

Schools have a general duty to

- a) **eliminate** discrimination, harassment and victimisation on the basis of any of the protected characteristics
- b) **advance** equality of opportunity between people who share a relevant protected characteristic and persons who do not share it
- c) **foster good relations** between people who share a relevant protected characteristic and persons who do not share it.

They also have a specific duty

- to **publish information** which shows how they are meeting their general duty (outlined above). This must be updated annually
- to **prepare and publish** one or more specific and measurable objectives in pursuit of the duties above (to be reviewed every four years)

The following are protected characteristics

- Age
- Disability
- Ethnicity and race
- Gender
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Religion and belief
- Sexual identity and orientation

Blackfen School Statement on Equality

Blackfen School is committed to equality both as an employer and a service-provider. We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age, any disability they may have, their ethnicity, colour or national origin, their gender, their gender identity or reassignment, their marital or civil partnership status, being pregnant or having recently had a baby, their religion or beliefs, their sexual identity and orientation.

We are committed to

- Ensuring that everyone is treated fairly and with respect.
- Making our school a safe, secure and stimulating place for everyone.
- Consulting and involving people from a variety of groups in our decisions, for example, through talking to students and parents/carers and through our School Council.
- Recognising that people have different needs and that promoting equality will involve addressing those needs rather than treating everyone the same.

We welcome the emphasis in the Ofsted inspection framework on the requirement for leaders to promote equality of opportunity and diversity, resulting in a positive school culture, working together to prevent discriminatory behaviour.

We welcome our duty under the Equality Act 2010 which requires us to publish information that demonstrates that we have due regard for the need to:

Blackfen School for Girls

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct 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 between people who share a protected characteristic and people who do not share it.

This statement meets our specific duty to publish information every year which sets out how we are doing this.

Please also see our Accessibility Plan which can be found here on the Blackfen School Website

Part 1: How we are meeting our equality duty to advancing equality, eliminate discrimination and foster good relationships

The information and data provided shows that we give careful consideration to advancing equality in everything that we do and the steps we are taking to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010

Training

The Student Welfare Team have had extensive and up to date training for individual specific welfare issues to cascade through school in assemblies and provide support when issues arrive. Head of Politics, Philosophy and Enterprise trains staff as part of CPD.

Record keeping and monitoring

We keep an accurate record, when possible and appropriate, of the protected characteristics of our students and employees.

We keep a record of prejudice related incidents and bullying.

We keep a record of exclusions involving those considered to embody these protected characteristics

Policies which particularly contribute to the promotion of equality

School Behaviour Policy

Anti-bullying and harassment (this includes cyber-bullying and prejudice based bullying)

Special Educational Needs Information Statement

Complaints Procedure - sets out how we deal with complaints relating to our school.

Employee resolution policy

ICT & E-safety Policy

Teaching and Learning Policy

Relationship and Sex Education Policy

Staff Code of Conduct

Staff Appraisal and Capability Policy

Curriculum

Is highly positive, offering memorable experiences and rich opportunities that contribute to students' spiritual, moral, social and cultural development.

Includes a broad range of areas of study within Citizenship and PSHE to eliminate discrimination, harassment and victimisation.

Opportunities for exposure to a range of backgrounds and lifestyles involving these protected characteristics is evident for all students in the school community through the use of lessons, assemblies, challenge days, community time activities.

Blackfen School for Girls

The Challenge Day programme has been developed to offer stimulating SMSC experiences to our students. It has been well received by students who have stated where the Challenge Days were linked to real world issues or encouraged students to work beyond their comfort zone they felt engaged and enjoyed them.

This encourages children to think about the world in which they live and to broaden their understanding of others' beliefs, cultures and faiths. Promotes British Values of democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.

This is evidenced by the KS4 learning projects taught as part of the GCSE Citizenship Syllabus Theme A Living in the UK, Theme B Democracy at work in the UK, Theme C Law & Justice, Theme D Power & Influence and Theme E Taking Action.

Year 10 Citizenship pupils run on an international week raising awareness of multiculturalism, globalisation and diversity. The week culminated in an International Evening where pupils, staff and the local community took part in a cultural evening packed with music, food and entertainment. All proceeds were donated to the Siragu School in Chennai.

<https://www.youtube.com/watch?v=C5XPiHPgAkc>

Students undertaking Food and Preparation GCSE also cover a range of topics relating to the protective characteristics, allow students to explore different cultures, social backgrounds and religions including festivals, ceremonies and factors affecting food choice. Students are encouraged to explore a diverse range of religions and cultures as well as looking at social, moral and ethical justification of these factors affecting daily living such health, disabilities and medical needs, culture, identity, economic stability, poverty, age and gender.

Other subjects who also provide a broad curriculum relating to these protected characteristics are History and RE.

Engagement/consultation

- The initialisation of a school community working group, initially beginning with staff, to discuss and strategise improvement of equality and diversity to all
- Promoting and encouraging a diverse workforce including staff, associate staff, leadership and Governors.
- Engage with and open up communication channels for students and parents (“student voice”/ “parent voice”) to discuss and consult opinions based on current school practices, strategies and experiences to promote continual self-improvement and reflection within the school community
- Appointment of an Associate Assistant Head Teacher i/c of Equality and Diversity to provide consultation and feedback to Senior Leaders in supporting the school in its mission for improving equality for all members of the school community
- Managers to consult with HR and relevant members of senior leadership when dealing with complaints, concerns or queries.

Disability

We are committed to working for the equality of people with disabilities

Please see Accessibility Plan, SEN Information statement and policy for supporting children with medical needs (see website)

Blackfen School for Girls

We support learners with disabilities by meeting their individual needs, through meeting with parents and carers with specialists to draw up individual support plans. These needs are then cascaded to all staff who come into contact with the child to ensure their needs are fully met

Children with disabilities are supported and enabled to take part in all school events, trips and sports days.

What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships

We use assemblies and curriculum resources to provide positive images and perceptions of people with disabilities e.g. Paralympians.

In planning any maintenance and refurbishment we consider 'general' adjustments which may be needed for students with disabilities 'generally'. e.g. extensive braille signage.

Post Covid-19, Students considered with a disability maintain a presence in mainstream classes to promote acceptance, normality and exposure for all students when accessing their education.

If the need arises, alternative provisions, support and curriculum opportunities for students based on their particular needs to exemplify a holistic, student focussed approach to success in education throughout key stages.

Ethnicity and Race

In KS3 Students participate in A Black History Month project whereby they students will have philosophical discussions about issues in the UK today to do with race, religion and identity. They will then research topics linked to different issues and create a protest song and music video of their own. Students will take part at the "Blackfen Carnival" which takes place in October every year.

Assemblies on topical subjects relating to discrimination, events and diversity take place regularly.

Appointment of Associate Assistant Head Teacher i/c of Equality and Diversity to overview and suggest reasonable adjustments to strategies and the school to foster fairness, wellbeing and acceptance for all.

Religion and belief

At Blackfen School we are committed to working for equality for people based on their religion, belief and non-belief. We respect the religious beliefs and practice of all staff, students and parents and we comply with reasonable requests relating to religious observance and practice.

What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships

The curriculum supports students to build their sense of identity and belonging, which help them flourish within their communities as citizens in a diverse society.

Blackfen school promotes inclusion for all our faith groups in all parts of the curriculum.

Visits to local places of worship and opportunities to engage with different religious and spiritual communities around us (e.g. our local Mosque, Church and Temple).

Involvement of parents and families in celebrations based on the different religions. These have included special assemblies, displays, talks and sharing experiences and customs around significant festivals including International Evening.

Blackfen School for Girls

Sexual identity and orientation

We are committed to advancing the equality of people whatever their sexual identity or orientation and promoting good relationships among them.

What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships

The curriculum – including Diversity and Identity Education – supports all students to understand, respect and value differences in sexual orientation, gender identity and non- traditional family structures and challenges stereotypes and discrimination.

Blackfen School do not accept any homophobic, bi-phobic and transphobic bullying/harassment/name calling on the basis of sexual identity and orientation. Students have been educated within the PSHE curriculum and assemblies. Pastoral care is in place to support students with gender identity issues and the latest DFE guidance is adhered to. There is a non- gender specific uniform policy available.

The appointment of the Associate Assistant Head Teacher I/c of RSE to advise school leaders of the most up to date legislation and government guidelines when promoting equality for sexual/ gender related identify issues.