

Equality Information and Objectives



Approved by: Local Governing Body

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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 body 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 equality link governor is Anne-Marie Boyle who will:

- Meet with the headteacher once per academic year, and other relevant staff members, to discuss any issue 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 students
- 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.

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

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. students with disabilities)
- 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 enrichment)

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 racist 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, personal, social, health and economic (PSHE) education, but activities in other curriculum areas. For example, as part of teaching and learning in English/reading, students will be introduced to literature from a range of cultures
- 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
- Working with our local community. This includes organising school trips and activities based around the local community
- 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 have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach. An example is Diversity Role Models who present staff training and visit the school annually to deliver workshops on LGBTQ issues

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
- Has equivalent facilities for boys and girls

The school keeps 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 as part of the risk assessment when planning school trips and activities.

8. Equality objectives

Objective 1:

Increase the diversity of our workforce; specifically increase representation of staff from black and minority ethnic communities over a 4-year period so that this group increases from 5% to 15% of the workforce.

Why we have chosen this objective:

School has 22% BME student intake and a disproportionately low representation on our staff. We wish for our staff to reflect our student demographic.

To achieve this objective we plan to:

- Undertake an annual analysis of recruitment data and trends specifically with regard to race and report to the governing body and seek to address specific areas of underrepresentation
- Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements
- Review our recruitment strategy. Adverts to include equality statements with immediate effect and school publications to show clear representation of the school's diverse community and to promote inclusivity

Progress we are making towards this objective:

- In the last year, we have doubled BME staff to 5%, specifically in our teaching staff

Objective 2:

Widen student participation and engagement in extra-curricular and enrichment activities, so that opportunities are fully accessible to all and the student representation is proportionate to our student demographic.

Why we have chosen this objective:

The school is a diverse community, made up from a split catchment area, representing a broad cross section of society. To maintain balance, prevent division and encourage tolerance and integration, we aim to engage and encourage all students to be involved and valued members of the school community. This will empower all of our students to become tolerant and constructive members of society.

To achieve this objective we plan to:

- Undertake an analysis of current extra-curricular participation and student representation across student leadership and other specific roles, by the end of the current academic year
- Conduct a Student Voice to establish how all students are feeling and understand any perceived barriers to wider participation
- Target specific under-represented groups and aim to mitigate barriers to participation
- Ensure School Council is representative and effectively engaged in current issues
- Ensure there are extra-curricular activities relevant and varied to engage all of our students, to increase and widen participation across the school
- Introduce a "BFS Promise" in September 2020 – a structured enrichment, personal development curriculum to expose all students to a wide range of experiences and opportunities. School leaders will be accountable for developing, delivering and evaluating impact on currently under-represented groups of students

Progress we are making towards this objective:

- Development of BFS Promise is a high priority on the 19/20 School Development Plan
- Student Council has a higher profile this academic year and engagement is positive. Students are driving key school development decisions, such as how to improve social spaces for the benefit of all, so the whole community can comfortably make the most of the school site. There is also discussion around cultural themes such as the extent of provision of Halal food in the canteen. Evidence of the breadth and depth of discussions is available through the meeting minutes
- New Awards Evening launched in 2019 actively demonstrated an inclusive ethos with a broad criteria for achievement, enabling a wide range of students to receive public acknowledgement for their successes

9. Monitoring arrangements

This document will be reviewed and approved by the governing body at least every 4 years.

10. Links with other policies

This document links to the following policies:

- Equal Opportunities
- Accessibility plan