



Blenheim

WORK ETHIC | RESILIENCE | INNOVATION | IMPROVEMENT

EQUALITY POLICY

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Note: This policy will remain in force until a revised policy is approved regardless of whether the review date has been passed.

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1. AIMS

Blenheim 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.

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.

3. 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 Blenheim, including to staff, pupils and parents.
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.

Equality falls under the auspices of the Education, Colleagues and Community Committee (ECC).

Within their remit they will:

- liaise with the designated member of staff for equality, the Assistant Headteacher for Inclusion, and other relevant members of staff to discuss any issues and how these issues are being addressed;
- ensure that they are aware of all relevant legislation and the contents of this document;
- ensure that at least one member of the Committee attends appropriate equality and diversity training;
- report back to the Full 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

The designated member of staff for equality, the Assistant Headteacher for Inclusion will:

- support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils;
- meet with the equality link governor every 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 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. Where this has been discussed during a meeting it is recorded in the meeting minutes.

The school has a designated member of staff for monitoring equality issues. The member of staff makes senior leaders and governors aware of these issues as appropriate.

5. ADVANCING EQUALITY OF OPPORTUNITY

As set out in the DfE guidance on the Equality Act, Blenheim 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. pupils with disabilities);
- taking steps to meet the particular needs of people who have a particular characteristic;
- 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 extra-curricular clubs).

In fulfilling this aspect of the duty, the school will:

- publish attainment data each academic year showing how pupils with different characteristics are performing;
- analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information;
- 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 Life Skills and Well Being, 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;
- holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies;
- encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our equality working party has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's extra-curricular activities, such as sports clubs.

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 at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. EQUALITY OBJECTIVES

OBJECTIVE 1

To continue to provide a school environment that welcomes, protects and respects diverse people.

Why we have chosen this objective:

As a school, equality has always been extremely important to Blenheim and having a diverse range of individuals at the school is celebrated and promoted.

To achieve this objective Blenheim plans to:

Incorporate members of the equality working party to the school's student council to raise the profile within the body of pupils. Blenheim will also deliver assemblies to promote this and continue to fully incorporate this into schemes of work within the Life Skills and Wellbeing curriculum.

Progress we are making towards this objective:

Setting up of the student council to discuss topics and ideas surrounding equality and generate activities and resources to be used with both staff and students across the school.

OBJECTIVE 2

To continue to close gaps in attainment and achievement between students of all groups; especially boys and girls, disadvantaged students and students with SEND or are looked after children.

Why we have chosen this objective:

Closing the gap on an attainment and achievement basis between students of all groups, including boys and girls, disadvantaged individuals and students who are SEND or looked after are imperative to ensuring that all students, irrelevant of background, have no disadvantage with regards to potential progress.

To achieve this objective we plan to:

Focus on specifically supporting these students within the curriculum using high quality teaching and learning strategies. The school's extended day will be used to focus on those disadvantaged groups who are making the least progress.

Progress we are making towards this objective:

Heads of ~~d~~Department are given the information on specific subject progress and extended day is tailored to try and support those individuals who are making the least progress. Additional English and Maths ~~tutoring support~~ is provided by ~~external tutors~~ the departments for those disadvantaged students ~~who require it the most~~.

OBJECTIVE 3

To continue to promote mental health awareness and appropriate support strategies.

Why we have chosen this objective:

The country-wide issue surrounding mental health-

To achieve this objective we plan to:

Offer tailored counselling sessions for students by external counsellors where required. These counsellors have regular sessions with Blenheim's students, in particular our most vulnerable. Raising awareness of mental health around the school community, both through assemblies and the Life Skills and Wellbeing curriculum.

Progress we are making towards this objective:

Blenheim has achieved the Carnegie Gold award for Mental Health. Additional students throughout the school are being offered counselling where required and a further waiting list is being worked through to attempt to meet the need of all individuals. A parents' information evening has been held to discuss mental health, in addition to student assemblies. Mental health awareness is also being delivered through content in the life skills and wellbeing curriculum.

OBJECTIVE 4

To further promote cultural understanding and tolerance of different religious beliefs and ethnic groups within students with greater exposure across different curriculum areas

Why we have chosen this objective:

To further increase the level of understanding and tolerance of different religious beliefs and ethnic groups throughout the school, including in a range of cross-curricular topic areas.

To achieve this objective we plan to:

Deliver information on individuals of different religious beliefs and ethnicities within curriculum areas, deliver a greater number of assemblies on this focus area. Blenheim are also looking at events to celebrate different cultures across the school.

Progress we are making towards this objective:

Student equality group set up and incorporated into the school council. Assemblies have been designed and delivered by students and the Assistant Headteacher- Inclusion. Different curriculum areas have delivered information within their subject on individuals of different ethnicities.

9. MONITORING ARRANGEMENTS

The Assistant Headteacher- Inclusion will update the equality information we publish, at least every year.

This document will be reviewed by Blenheim High School's governing body at least every 4 years.

This document will be approved by Blenheim High School's governing body.

10. LINKS WITH OTHER POLICIES

This document links to the following policies:

Equality Duty Statement