

# **EQUALITIES AND COMMUNITY COHESION POLICY**

## **THE BUCKINGHAM SCHOOL A SPECIALIST SPORTS COLLEGE**



**NAMED PERSON:**

**DEPUTY HEADTEACHER**

**ATTACHED COMMITTEE:**

**FULL**

**REVIEWED:**

**MARCH 2021**

**REVIEW CYCLE:**

**2 YEARS**

**NEXT REVIEW**

**MARCH 2023**

## Our Commitment:

We are committed to giving all our students and staff every opportunity to achieve the highest of standards and to valuing the individuality of everybody in our community. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. We actively tackle discrimination against those with a disability, racial discrimination, including discrimination based on religion or belief / non belief, sexual orientation, harassment and discrimination and promote equal opportunities and good relations between and amongst all. We aim to ensure that the school promotes the individuality of all our students, irrespective of ethnicity, attainment, age, disability, gender, religion, belief / non belief or background. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist. Based on this our school's admissions policy is equally open to pupils of all groups.

Within the context of the school, we aim to positively transform individual and shared circumstances, perceptions, attitudes and relations. We aim to reflect the ever increasing diversity of our local community and society and ensure that the education we offer reduces the chances of social divisions and parallel lives by recognising, celebrating and valuing different backgrounds, lifestyles and identities

## 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.

## 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 the school, 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

The equality link governor is available at request. They will:

- › Meet with the designated member of staff for equality once every other term, and other relevant staff members, to discuss any 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

The designated member of staff for equality is the Lead DHT who will:

- › Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- › Meet with the equality link governor once every other 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every two years. This is likely to be in conjunction with the standard 2 year safeguarding refresher, in the September inset. The equality objectives will also be shared and explained in these training sessions

The school has a designated member of staff 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

## 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. pupils with disabilities, pupils questioning their identity, socio-economic diversity and pupils with special educational needs.)
- › Taking steps to meet the particular needs of people who have a particular characteristic (e.g. Pupil Premium students or pupils with physical 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 extracurricular clubs and making them accessible for all)

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
- › 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 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:

- Through the school virtues promoting a community that tolerates, accepts and understands the variations in society locally, nationally and globally.
- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, 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 and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith/community groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council 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 activities, such as sports clubs.
- We aim to develop positive working relationships with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach, whilst educating the community.

## 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
- Is accessible to all
- Is inclusive of all individuals and groups.

The school keeps a written record 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

Ensure that the school undertakes an analysis of recruitment data and trends with regard to race, gender and disability by July, and report on this to the staffing and pay sub-committee of the governing board.

Why we have chosen this objective: To ensure that all potential candidates are afforded the opportunity to have an equal opportunity to be employed at our school.

To achieve this objective, we plan to: ensure a thorough shortlisting process is in place to ensure no candidate is prevented from being interviewed due to discrimination

Progress we are making towards this objective: Shortlist process is becoming more embedded through each appointment.

## **Objective 2**

Improving the participation and engagement of different groups of parents and communities in particular those Pupil Premium families and those who students have SEMH needs.

Why we have chosen this objective: As this is a continued area of school, enough progress has not previously been made, despite numerous strategies and interventions being employed.

To achieve this objective, we plan to: Develop better engagement strategies towards these families and focus on ensuring praise and positivity is the main avenue for contact and communication.

Progress we are making towards this objective: Term 3 will see a focus on this area of school

## **Objective 3**

Increase the awareness and recognition of the socio economic differences that exist within the community and how best to support them.

Why we have chosen this objective: The traditional view of Buckingham is one of a leafy affluent market town which is predominantly, middle class with generational families moving through the town's schools. The increasing catchment area and recent increase in PAN has seen a wider range of children from varying socio-economic backgrounds resulting in a need to ensure staff are aware in understanding that all can be successful regardless.

To achieve this objective, we plan to: Deliver training on the ever changing landscape of the community and how new families from outside of the town or County are bringing with them a new approach or different attitude towards education and the school

Progress we are making towards this objective: Yet to begin. Scheduled for Terms 3 & 4 2020/21

## **9. Monitoring arrangements**

The Headteacher will update the equality information we publish, within this policy at least every year.

This document will be reviewed by governing board at least every 4 years.

This document will be approved by governing board

## **10. Links with other policies**

This document links to the following policies:

- Attainment and assessment
- Behaviour for Learning
- Teaching and learning
- Admissions and attendance
- Staff recruitment and retention
- Visits and visitors
- Special Educational Needs