



HEADLANDS SCHOOL  
SINCE 1965

# Equality Duty Statement

<b>Written By</b>	Assistant Headteacher
<b>Creation Date</b>	April 2012
<b>Adopted by Governors</b>	July 2012
<b>Reviewed by</b>	AHT Behaviour & Safety
<b>Last Reviewed Date</b>	Autumn 2020
<b>Next Review Date</b>	Autumn 2021



## Headlands School

### Statement of Intent

Headlands school is committed to promoting equality in line with the Public Sector Equality Duty Act requirements in all aspects of our school life.

We aim to ensure that our services, policies, procedures and provision meets the needs of all our stakeholders and are committed to fostering an environment free of all forms of discrimination, promoting equality of opportunity, an understanding of diversity and an ethos of inclusion.

Under no circumstances will the School condone an act of unlawful discrimination including:

- Direct Discrimination,
- Indirect Discrimination
- Discrimination arising from a disability
- Harassment
- Victimisation
- Discrimination by association

The duty covers the following 'protected characteristics':

- Race
- Disability
- Gender
- Age
- Sexual Orientation
- Religion and Belief
- Gender Reassignment
- Pregnancy and Maternity
- Marriage/Civil Partnership

We are required to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations

### Responsibilities

The Governing Body is responsible for ensuring that the school complies with the Public Sector Equality Duty Act.

The Headteacher is responsible for:

- Providing information to the Governing Body to allow them to complete their responsibilities
- Ensuring that steps are taken to address the stated equality objectives
- Providing regular information to the governing body about progress against the objectives
- Making sure that all staff understand their responsibilities under the duty and receive training and support to carry these out
- Taking appropriate action in cases of discrimination, harassment and victimisation

All staff are responsible for:

- Eliminating conduct that is prohibited by the Act
- Advancing equality of opportunity between all groups
- Fostering good relations across all groups.

### **How we are meeting the requirements**

The school has a number of policies in place which acknowledge the act and have been written to meet the requirements. Those relevant to the Public Sector Equality Duty Act are:

- Anti- Bullying, Harassment and Discrimination
- Behaviour for Learning Policy
- CCTV Policy
- Child Protection and Safeguarding Policy
- Curriculum Policy
- Educational Visits policy
- E Safety Policy
- Evacuation Policy for People with Special Needs
- Freedom of Information Policy
- Homework Policy
- Internet Usage Policy
- Medical Policy
- SEND policy
- Sex & Relationship Education Policy
- Site Security & Access Policy and Procedures
- Social Inclusion Policy
- Uniform requirements

These policies can be found on the school's website.

We demonstrate our compliance through regular reviews of the school's data systems and reports e.g. the school's self-evaluation and records of bullying (including racist, sexist and homophobic).

The school has an award winning peer mentor scheme which works to eliminate discriminatory behaviour amongst our students.

Learning Tutors work with our students who have English as a second language to ensure they receive the same opportunities to education.

We have a Learning Support Department which focuses on students with Special Educational Needs and Disabilities to ensure they have access to the same opportunities as the rest of the student body.

In addition the school undertakes activities and initiatives to promote equality and understanding of diversity, these include:

Tutor activities and assemblies

Alternative curriculum days and activities

Links with schools in other countries

Trips and visits abroad

Student Voice with representatives from SEN/D students and students from ethnic minorities

<b>Public Sector Equality Duty Equality Objectives 2020</b>
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<b>Equality Objective 1 Foster an inclusive community that values diversity and recognises equality amongst its members.</b>
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Outcomes	Measured and Evidenced by
<ul style="list-style-type: none"> <li>• Minority &amp; Vulnerable groups feel safe, valued and able to fully participate in the life of the school - 'to thrive'</li>   <li>• Greater awareness within the community of the specific and general needs of students from minority and vulnerable groups</li>   <li>• Staff recognise and challenge all types of bullying and inappropriate language</li> </ul>	<p>Improved attendance, attainment and participation of students from minority and vulnerable groups both in and out of lesson based activities, evidenced in reports home, the school's Summary of Self Evaluation and regular Headteacher reports to governors</p> <p>Staff and student consultation indicates that policies and procedures to enhance equality and value diversity in our community is successful. This is evidenced in lesson plans, schemes of learning, Student Voice minutes of meetings and Parental feedback questionnaires</p> <p>A continued decline in reported incidences of racial and SEND bullying as evidenced in the school's Bullying Log and case studies</p>

<b>Planned Activity</b>	<b>Led by</b>
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<ul style="list-style-type: none"> <li>The school effectively plans its commitment to an Inclusive community at all levels and meets the requirements of the Equality Duty Act</li> </ul>	Headteacher Assistant Headteacher, Behaviour and Welfare Director of Student Services SENCO Director of Business Operations
<ul style="list-style-type: none"> <li>Review relevant school policies to ensure all policy and guidance used within the community is inclusive and recognises the diverse need of its members</li> </ul>	Headteacher Assistant Headteacher SENCO Director of Business Operations
<ul style="list-style-type: none"> <li>Regularly track the progress and attendance of all vulnerable groups of students and put interventions in place as necessary</li> </ul>	Deputy Headteacher Assistant Headteacher Behaviour and Welfare Director of Student Services SENCO Data Manager Pastoral teams
<ul style="list-style-type: none"> <li>Ensure that Minority and Vulnerable groups, alongside all other students in the school, have the opportunity to access out of lesson based activities</li> </ul>	Assistant Headteacher Director of Student Services SENCO
<ul style="list-style-type: none"> <li>Review the Bullying reporting system to allow for a better understanding of incidents taking place, in order to take appropriate actions</li> </ul>	Assistant Headteacher Director of Student Services SENCO

**Equality Objective 2**  
**Take steps to 'Closing the Gap' in the performance of all gender and ability groups**

<b>Outcomes</b>	<b>Measured and Evidenced by</b>
<ul style="list-style-type: none"> <li>The difference between boys' and girls' achievement is in line with National figures</li> <li>All ability/gender groupings perform comparatively</li> </ul>	Progress of boys and girls and the ability groupings (eg. high ability boys, low ability girls, middle ability boys) can be measured in lesson observations, termly assessments, Controlled Assessments, end of year exams and external examinations. Evidence of boys' /girls' progress and ability/gender comparisons can be found in the school's data system, SISRA, the school's Summary of Self Evaluation and regular Headteacher reports to governors

<b>Planned Activity</b>	<b>Led by</b>
<ul style="list-style-type: none"> <li>Regular Senior Leadership Team and Subject Leader tracking of the progress of students by gender and ability, through the tracking of data and lesson observations</li> </ul>	Subject Leaders and their SLT links Assistant Headteacher's- Assessment

<ul style="list-style-type: none"> <li>Review and enhance current intervention packages, including behaviour support programmes</li> </ul>	Deputy Headteacher SENCO Assistant Headteacher - Assessment Subject Leaders (Extended Leadership Team)
<ul style="list-style-type: none"> <li>Research best practice in other educational settings</li> </ul>	Deputy Headteacher Assistant Headteacher - Assessment

<b>Equality Objective 3</b> <b>Promote and deliver an Inclusive curriculum</b>
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<b>Outcomes</b>	<b>Measured and Evidenced by</b>
<ul style="list-style-type: none"> <li>The school has a curriculum that creates opportunity to embrace diversity and difference and allows for a better understanding of different cultures, races, religions and life styles</li> <li>Students are provided with diverse curriculum opportunities for all ability groups</li> </ul>	<p>This can be measured through lesson observations, assemblies and alternative curriculum days and activities, tutor activities and PSHE lessons.</p> <p>It can be evidenced in Curriculum reviews, option booklets and information, Schemes of Learning, Headteacher updates to Governors and the school's Summary of Self Evaluation</p>

<b>Planned Activity</b>	<b>Led by</b>
<ul style="list-style-type: none"> <li>Ensure appropriate Options Pathways are offered to all students</li> <li>Close scrutiny is given to the delivery of Spiritual Moral Social and Cultural Education</li> </ul>	Deputy Headteacher  Deputy Headteacher