HEADLANDS SCHOOL
SINCE 1965

Equality Duty Statement

Written By	Assistant Headteacher, Director of HR, Support Services & Special Projects
Creation Date	April 2012
Adopted by Governors	July 2012
Reviewed by	Assistant Headteacher, Learning and Progress/SENCO
Last Reviewed Date	Autumn 2026
Next Review Date	Autumn 2029

Headlands School

Statement of Intent

Headlands school is committed to promoting equality in line with the Public Sector Equality Duty (which came into force as part of the Equality Act 2010) 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
- Socio-economic background

We are required to:

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

School ethos and culture:

- We aim to achieve an ethos of inclusion, openness and tolerance which welcomes everyone to the school community and encourages mutual respect;
- Reasonable adjustments will be made to ensure access for students, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities).
- Students' views are actively encouraged and respected. Students are given an effective voice through the School Council and arrange of other leadership opportunities.
- Positive role models are used throughout the school to ensure that different groups of students feel welcomed and included

Countering and challenging harassment and bullying;

The school:

- counters and challenges all types of discriminatory behaviour and this stance is made clear to staff, students, parents and governors;
- has a clear, agreed procedure for dealing with prejudice-related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents;
- reports to Governors and the Local Authority on an annual basis the number of prejudice related incidents recorded in the school.

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.
- Recording incidents of in-equality on CPOMS (Alerting the safeguarding and pastoral teams)

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 policy
- Behaviour for Learning Policy
- CCTV Policy
- Child Protection and Safeguarding Policy
- Curriculum Policy
- Diabetes Policy
- Educational Visits policy
- E Safety Policy
- Evacuation Policy for People with Special Needs
- Freedom of Information Policy
- Health & Safety Policy
- Homework Policy
- Internet Usage Policy
- Management of Medicines Policy
- Medical Conditions Policy
- SEND policy
- Relationships, Sex and Health Education (RSHE) Policy
- Site Security & Access Policy and Procedures

- Social Inclusion Policy
- Uniform requirements
- Careers (Gatsby Benchmark)
- Student Leadership (Student Council)
- Improved accessibility in the school building with improved access, improved disabled toilets and additional disabled car parking

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, Sexual harassment and homophobic).

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

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

We have Support for Learning 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:

PSHE Curriculum
Tutor activities and assemblies
SMSC Delivery within Curriculum
Alternative curriculum days and activities
Links with schools in other countries
Trips and visits abroad
Student Voice with representatives from SEND students and students from ethnic minorities

Public Sector Equality Duty **Equality Objectives 2021**

Equality Objective 1 **Foster an inclusive community that values diversity and recognises equality amongst its members.**

Outcomes	**Measured and Evidenced by**
● Students report they feel safe in school. ● Minority & Vulnerable groups feel safe, valued and able to fully participate in the life of the school – 'to thrive' ● Greater awareness within the community of the specific and general needs of students from minority and vulnerable groups	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 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
● Staff recognise and challenge all types of bullying and inappropriate language.	A continued decline in reported incidences of racial and SEND bullying as evidenced in the school's Bullying Log and case studies
● Students know how to report bullying. ● Students report bullying is dealt with effectively	Parent and Student Council reports say students are happy, safe and personal development is supported

Planned Activity	**Led by**
● The school effectively plans its commitment to an Inclusive community at all levels and meets the requirements of the Equality Duty Act	Headteacher Associate Deputy Headteacher - Quality of Care Director of Student Services AHT Learning & Progress/SENCO School Business Operations Officer
● Review relevant school policies to ensure all policy and guidance used within the community is inclusive and recognises the diverse need of its members	Headteacher Associate Deputy Headteacher - Quality of Care AHT Learning & Progress/SENCO School Business Operations Officer
● Regularly track the progress and attendance of all vulnerable groups of students and put interventions in place as necessary	Associate Deputy Headteacher - Quality of Care Director of Student Services AHT Learning & Progress/SENCO Senior Data Officer Pastoral teams
● Ensure that Minority and Vulnerable groups, alongside all other students in the school, have the opportunity to access out of lesson based activities	Associate Deputy Headteacher - Quality of Care Director of Student Services AHT Learning & Progress/SENCO
● Review the Bullying reporting system to allow for a better understanding of incidents taking place, in order to take appropriate action	Associate Deputy Headteacher - Quality of Care Director of Student Services
● Provide on-going safeguarding training for all staff, including prevention of prejudice-based racist, sexist, homophobic and transphobic bullying.	Associate Deputy Headteacher - Quality of Care Director of Student Services

● Review anti-bullying policy, tracking and follow up procedures	Associate Deputy Headteacher - Quality of Care
● Pastoral Managers support victims of bullying and meet them regularly to check support has been effective.	Director of Student Services
● Promote all aspects of safeguarding, including prejudice-based racist, sexist, homophobic and transphobic bullying through the PSHE and assembly programmes	Associate Deputy Headteacher - Quality of Care Director of Student Services

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

Outcomes	Measured and Evidenced by
● The difference between boys' and girls' achievement is in line with National figures ● All ability/gender groupings perform comparatively	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

Planned Activity	Led by
● 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	Assistant Headteacher for Data and Timetable Subject Leaders and their SLT links Assistant Headteachers- Assessment
● Review and enhance current intervention packages, including behaviour support programmes	Associate Deputy Headteacher - Quality of Care AHT Learning & Progress/SENCO Assistant Headteacher for Data and Timetable Subject Leaders (Extended Leadership Team)
● Research best practice in other educational settings ●	Associate Deputy Headteacher - Quality of Care Assistant Headteacher for Data and Timetable

● Attendance and Welfare Officer to meet regularly with senior pastoral staff to discuss strategies for targeted students.	Associate Deputy Headteacher - Quality of Care Director of Student Services

Equality Objective 3 **Promote and deliver an Inclusive curriculum**

Outcomes	**Measured and Evidenced by**
● 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	This can be measured through lesson observations, assemblies and alternative curriculum days and activities, tutor activities and PSHE lessons.
● Students are provided with diverse curriculum opportunities for all ability groups	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

Planned Activity	**Led by**
● Ensure appropriate Options Pathways are offered to all students	Associate Deputy Headteacher - Quality of Care
● Close scrutiny is given to the delivery of Spiritual Moral Social and Cultural Education	Associate Deputy Headteacher - Quality of Care
● Promote respect, friendship and equality through the curriculum and assemblies and develop opportunities to demonstrate these	Associate Deputy Headteacher - Quality of Care