

Bedford High School

A Specialist Business and Enterprise College

To Care To Learn To Achieve



Equality Scheme 2018-2022

School Address	Manchester Road Leigh WN7 2LU
School Contact Number	01942 909009

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1. Equality Duty

This information is published to demonstrate compliance with legislation: The Equality Act 2010 and the Equality Act 2010 (specific duties). At Bedford High School the governors and leadership team are committed to the principle of equality of opportunity for all. We take pride in our increasingly diverse community.

We pledge through our ethos, curriculum, employment practice and management of incidents –to:

- Respect the equal rights of all and
- Educate our students about equality; rights and responsibilities

2. Statutory requirements

The governors recognise that it is against the law to discriminate against anyone because of:

- Age
- Being or becoming a transsexual person
- Being married or in a civil partnership
- Being pregnant or having a child
- Disability
- Race including colour, nationality, ethnic or national origin
- Religion, belief or lack of religion/belief
- Sex (gender, gender identity and gender reassignment)
- Sexual orientation (including Lesbian, Gay, Bisexual and Transgender)

These are called ‘protected characteristics’.

We recognise our responsibilities under the Equality Act 2010 to avoid direct and indirect discrimination on the grounds of any of the protected characteristics listed above. As a public body, we are also required by the public sector equality duty under section 149 of the Act to take (positive) steps to:

- (a) Eliminate unlawful discrimination, harassment and victimisation
- (b) Advance equality of opportunity between different groups/people who share a relevant protected characteristic and groups/people who do not
- (c) Foster good relations between different groups/people who share a relevant protected characteristic and groups/people who do not.

The equality information we publish annually, and the equality objectives in part 5 below show how we address this duty.

3. Responsibilities

The governing body is responsible for:

- In general, making sure the school complies with the anti-discrimination provisions of the Equality Act 2010, including as an employer;

- In general, making sure the school complies with the public sector equality duty under s.149 of the Equality Act 2010;
- In particular, making sure the school complies with the Equality Act 2010 (Statutory Duties) Regulations 2011 by:
 - Gathering and publishing the required equality information annually
 - Drawing up, publishing and implementing the school's equality objectives on a four year cycle.

The headteacher is responsible for:

- Making sure measurable steps are taken to address the school's stated equality objectives, integrated with the other school development priorities;
- Making sure the governors, staff, students and their parents and guardians are aware of equality issues, as relevant;
- Making sure the document is readily available and that the governors, staff, students and their parents/guardians know about it;
- Making sure all staff know their responsibilities and receive training and support in carrying these out;
- Taking appropriate action in cases of harassment and discrimination, including identity-related incidents; and
- Enable reasonable adjustments to be made, in relation to disability, in regard to students, staff, parent/guardians and visitors to the school.
- Ensuring required equality data is published on the website on an annual basis.
- Ensuring that Equality Objectives and actions reflect the needs of the workforce, students and the local community.

All staff are responsible for:

- Avoiding unlawful discrimination, harassment and victimisation;
- Promoting equality of opportunity in their work;
- Fostering good relations between groups;
- Dealing with incidents including identity related, racist, homophobic, whether or not they relate to bullying;
- Being able to recognise and tackle bias and stereotyping; and
- Taking up relevant professional development opportunities.

Students are responsible for

- Supporting the school's equality ethos
- Sharing concerns or issues with a member of staff
- Keeping equality and diversity issues on the JLT agenda, which will recognise good practice and enable review and development. These may include: - the anti-bullying policy and specifically racist and homophobic bullying – developing school/class rules which challenge discriminatory behaviour

Visitors and contractors are responsible for:

- Following relevant school policies.

4. Equality Information

Under the Equality Act 2010 (Statutory Duties) Regulations 2011, we will gather and analyse information on students, staff and others with protected characteristics who are affected by school policies and practices. The purpose of analysing this information is to ensure that we are furthering the three aims of the public sector equality duty:

- Eliminating discrimination and harassment
- Advancing equality of opportunity
- Fostering good relations between people from different groups

The source of this information is both quantitative:

- Internal,
- Local, and
- National data

And qualitative (comments resulting from engagement with relevant people):

- Surveys
- Complaints
- Focus groups
- Interviews
- Student voice

5. Equality Objectives 2017-2021 - The Equality Act 2010 sets out that all public bodies will publish equalities objectives every four years.

Analysis of outcomes at Bedford High School with particular regard to the protected characteristics, evidences that disadvantaged students do not perform as well as other students and in particular low and middle prior attaining male disadvantaged students. Also the attendance of SEND students is lower than that of other students. Often these students have attended more than one school and are vulnerable.

Our student population is becoming increasingly diverse and consequently we wish to develop our students understanding of a range of different beliefs, culture and sexual orientation and gender identity issues to create and sustain a harmonious school community.

Equality Objectives

- 1. To narrow the achievement gap between disadvantaged students and other students so that disadvantaged students achieve in line with other students -**
 - We will monitor the impact of our Pupil Premium strategy on outcomes for students eligible for Pupil Premium.

- We will monitor the achievement of disadvantaged students and set annual targets to close the gap with other students.
- We will seek to raise aspirations by providing regular enrichment opportunities including further and higher education visits and ensure that disadvantaged students engage in at least 3 activities annually.

2. Helping all students to fulfill their potential by supporting SEND students to attend school regularly -

- We will monitor the attendance of all groups of students in every year group and intervene early when issues are identified.
- Our pastoral team will work with families to support them to ensure their child attends school regularly.
- We will set SEND students individual attendance targets and work alongside appropriate agencies to help them achieve these targets.

3. To promote spiritual, moral, social and cultural development -

- We aim to meet this objective with particular reference to issues of equality and diversity.
- We will offer curricular and extra-curricular opportunities that promote tolerance and respect by introducing students to a range of different religious beliefs and cultures.
- We will ensure the full integration of ethnic minority students into our school community by providing language support provision and pastoral support through our EAL team.
- In response to student voice we will extend our provision for LGBT students by providing a lunchtime club with input from outside agencies who will help us to provide appropriate support, advice and guidance.
- Equality and Diversity training/awareness will be provided regularly for staff and students.

4. Bedford High School will promote equal opportunities for its workforce, tackling discrimination whenever it occurs.

- We will ensure that policies and procedures do not disadvantage any of employees and potential employees, particularly those with protected characteristics, for example in recruitment and promotion and in continuing professional development.
- We will increase awareness of equalities, diversity and inclusion and the implication on a day to day basis and in turn reduce inequalities through communications and training.
- We will ensure that all employees understand about their rights of protection from unlawful discrimination, harassment, bullying, including homophobic bullying or victimisation and are able to raise concerns positively.
- We will endeavour to ensure that the workforce and the leadership team is reflective of the local community.