

Brentside High School



Equality information and objectives

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SLT responsible	CHa

The policy has been shared with Professional Association Representatives.

Contents

1. Aims.....	3
2. Legislation and guidance	3
3. Roles and responsibilities	4
4. Eliminating discrimination	4
5. Advancing equality of opportunity	4
6. Fostering good relations	7
7. Equality considerations in decision-making	8
8. Equality objectives	8
9. Monitoring arrangements	9
Appendix One : Recognising and dealing with discriminatory incidents	10

1. Aims

Brentside High School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We strongly believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tracking discrimination, promoting equality and fostering good relationships between people in our school.

The education we provide at Brentside High School reflects the diversity of our society. The ethos of the school supports the development of self-respect and self-esteem in all students, staff and the community it serves. We are proud of our school community, in which all members have a right to be treated and valued equally. We recognise the duty on schools to support equality for people of all backgrounds, including race, ethnicity, class, gender, sexual orientation, disability or disadvantage.

Our policy endorses the three principles of inclusion in the National Curriculum

- setting suitable learning challenges
- responding to students' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of students

Rationale

Brentside High School aims to:

- enable all students to fulfil their potential
- encourage students of all abilities to fulfil their potential by taking advantage of the full range of learning, enrichment and support opportunities available to them and to ensure positive action through additional provision to meet the needs of individual learners
- present people (including role models) of both sexes and from differing cultural, social, economic, ability and ethnic backgrounds as individuals we value and respect
- encourage students to see all types of diversity in our community and society as positive
- educate students about the diversity within society through exploration of the law, religion and citizenship
- ensure that all students have access to information that supports informed aspiration and successful progression routes
- acknowledge the effect external influences have on the development of equal opportunities in the school and to ensure that the policy is not undermined by these influences
- promote the involvement of parents, governors, students, teachers, support staff and the whole school community in supporting and developing equal opportunities

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 body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff and students
- Ensure that the equality objectives are reviewed and updated at least every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher and their senior Leadership Team

The Headteacher and Senior Leadership Team will:

- Promote knowledge and understanding of the equality objectives among staff and students
- Monitor success in achieving the objectives and report back to governors

Brentside staff will:

- Have regard to this document and 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.

Staff and governors are reminded of their responsibilities under the Equality Act, for example, during meetings and staff training. All staff receive training on the school's aim to support equality of opportunity. This may include for example, unconscious bias training and training related to specific protected characteristics.

Student progress and outcomes are tracked and analysed by ethnicity, ability, SEND, disadvantage and gender. This requires leaders at all levels to respond to any emerging gaps and to take action to close these gaps. Teachers are responsible for and supported to close attainment gaps within their classrooms and this forms part of the Performance Management process of all staff who work directly with learners. Progress gaps are frequently identified, explored, taken action against and impact evaluated in whole staff, middle leader and department/year team meetings.

Inclusion Panel meetings fortnightly identify individuals whose wellbeing or progress flags concern. These individuals may hold a protected characteristic. The Inclusion Panel team work to put in place supportive provision where individuals present the greatest need.

The school's senior leads for student progress and outcomes and behaviour and inclusion, are responsible for tracking the progress of our students by recognised groups, leading action and measuring outcomes, supported by all members of the school community.

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 any disadvantages experienced by people that are connected to a particular characteristic they have
- 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, including extra-curricular and enrichment opportunities

Attainment and progress

Our aim is to ensure that all students achieve the highest standards. The school monitors all achievement and progress in order to offer every student the best possible educational opportunities.

Student achievement is monitored by formal and informal procedures. It is analysed by gender, ethnicity and background. Whilst our approach is underpinned by an understanding of the possible impacts on the learning and well-being of those who hold protected characteristics, we recognise that this does not mean that all individuals who hold that characteristic are the same or will benefit from the same support and challenge. Our approach throughout the school in relation to supporting the progress and wellbeing of all members of our school community is that the needs of the individual are the key prompt to identifying effective support.

To comprehensively monitor and evaluate our work in support of equality for all, we:

- promote the positive involvement of the whole school community
- address any pattern of underachievement of a particular group through targeted curriculum planning, teaching and support
- encourage all students to take responsibility for and further their own learning through regular reflection on their progress
- use assessment systems and procedures which are free of gender, racial, cultural and social bias. Baseline assessment is used for all students to support this through target setting and progress monitoring
- ensure progress reports to parents/carers are accessible and appropriate, in order to ensure all have the opportunity to participate in the dialogue
- ensure that a wide range of different forms of achievement are recognised and valued

Teaching and learning

Our approach to teaching and learning ensures that equalities issues are actively incorporated in classroom practice:

- Teaching is responsive to students' different learning styles in order to engage all
- The teacher ensures that the classroom is an inclusive environment in which all student contributions are valued. Where groups or individuals appear marginalised, the teacher takes positive steps to include them
- The teacher ensures that varied teaching styles are employed, including collaborative learning so that students appreciate the value of working together. All students are encouraged to question, discuss and collaborate in problem solving tasks
- Student grouping in the classroom is planned and varied
- Teachers challenge stereotypes and foster students' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities
- All students are encouraged to become responsible for their own learning
- Resources and displays reflect the experience and background of students, promote diversity and challenge stereotypes across curriculum areas
- All resources are reviewed regularly to ensure they reflect the school's inclusive ethos
- The teacher employs inclusive practices (such as using translation tools) supporting and valuing for whom English is not their first language
- The school recognises the talent of bilingual learners through enabling heritage language qualifications
- The teacher employs differentiated activities, reflecting and supporting progress for students of all abilities

- There is conscious focus and reinforcement of the spiritual, moral, social and cultural values (SMSC), fundamental British Values and Brentside's own values as expressed through REACH (respect, excellent, achievement, citizenship, happiness)

Curriculum

Our curriculum is planned to incorporate the principles of equality and diversity and actively promotes inclusive values:

- All students have access to the mainstream curriculum. Pathways/groupings to build in additional support and challenge exist in some form from Year 7 onwards
- The curriculum builds on students' starting points and is differentiated appropriately to meet individual student needs within the classroom
- The content of the curriculum reflects and values cultural diversity and we intend to continue our work of review and development in this area
- All students study citizenship as part of their timetable from Year 7 to Year 13. This is a key element of our provision and actively supports equality, awareness, the development of British Values and inclusion
- All students from Year 7 to Year 11 (and thereafter by selection) study religious studies as part of their timetabled curriculum. This actively supports the inclusion and value of all world religions, and of the choice to hold no religion
- The curriculum encourages students to explore bias and to challenge prejudice and stereotypes
- All subjects contribute to SMSC development of all students
- Extra-curricular activities and special events cater for the interests and capabilities of all students

Attitudes and environment

The school operates in a climate which celebrates diversity. We promote positive approaches to difference, fostering respect for people and property. Language or behaviour which is racist, sexist, homophobic or potentially damaging to any minority group, will not be tolerated.

- There is high expectation of all students with regard to behaviour and attendance
- All forms of discrimination, including racism and homophobia, are recorded, monitored and dealt with in line with the school's behaviour and anti-bullying policies. Incidents relating to racism and homophobia are reported to the full Governing Body. In responding to incidents, the school seeks to educate in ways that will have the greatest impact on all (see Appendix One).
- Students and staff are aware of procedures should incidents of discrimination arise and all staff operate consistent systems of rewards and sanction
- Staff receive training and have been encouraged to explore their own views and attitudes to difference and to monitor their practice in relation to the equalities policy. Adults in school take care to lead through example, demonstrating high expectations of all students
- It is recognised that background may affect attitudes, opinions and behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour
- Students are encouraged to become independent and to take responsibility for their own behaviour

Admission, attendance and exclusions

To promote equal access to learning experiences for all students, Brentside monitors patterns of exclusion and attendance including information on gender, ethnicity, special educational needs and background. The school and families are aware of responsibilities in relation to student attendance, and absence is followed up by the appropriate staff. Strong attendance is rewarded. Comprehensive information about student ethnicity, first language, religion, physical and medical needs is included on admission forms.

Staffing – recruitment, training and continuing professional development (CPD)

The school ensures that all staff, including support and part-time staff, are given status and support:

- The induction of new staff addresses the Brentside ethos and how we support and value all individuals
- Staff training, tracking of student progress and expectations support equal opportunities
- All members of staff have access to CPD, enabling professional development
- Recruitment and selection procedures are fair and equal
- The staff body reflects the ethnic and gender diversity of our student body
- The skills of all staff members are recognised and valued, and staff are encouraged to share their knowledge through a range of opportunities, including Teaching and Learning briefings, CPD and additional TLRs relating to specific areas of focus
- Where possible, visitors provide a range of role models and reflect the school's diversity
- All staff are entitled to support and recognition through Performance Management

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 citizenship and religious studies, student and staff bulletins, the Achievement Programme (based on individual success and effective learning attributes and linked to the school's REACH values), and also activities in other curriculum areas. For example, as part of teaching and learning in art, students will be introduced to artists from a range of cultures
- holding assemblies dealing with relevant issues. We will also engage external speakers
- ensuring representation in decision making bodies, for example, our School Cabinet has representatives from different year groups and a range of backgrounds
- encouraging all students to participate in the school's activities, such as sports clubs. We also provide key days in our school calendar that enable all of us to celebrate our own and each other's cultures and to enrich our lives and values through communal experience, such as International Market Day and Applied Learning Days
- encouraging all parents/carers to participate in the life of the school. Information and meetings for parents aim to empower and to engage all in support of the child. Parental involvement is monitored and where necessary, additional contact made in order to ensure the participation of all groups

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. It does so through consultation with students, staff, and where appropriate parents/carers, ensuring that a wide range of voices can be heard. This may be through the use of surveys on Satchel One for example or through the engagement of existing groups such as Parent Forum and Student Cabinet.

The school 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 students with disabilities
- has equivalent facilities for boys and girls

The school actively considers our equality duties and asks 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

Undertake an analysis of recruitment data and trends with regard to race, gender and disability, and report on this to the staffing and pay sub-committee of the governing board in the autumn term 2023. This should include the holding of responsibility posts

Why we have chosen this objective: we want to ensure that our staffing body reflects our school community and provides models of leadership to others across a range of ethnicities, genders and abilities.

To achieve this objective, we plan to: analyse the makeup of our staff body, including representations at all levels of leadership and to consider whether the findings prompt review of our recruitment policies.

Progress against this objective will be reported to the Finance and General Purposes committee in the autumn term, 2023.

Objective 2

Raise the overall achievement of students who identify as Black Caribbean or White and Black Caribbean.

Why we have chosen this objective: the groups listed perform the least well in a borough which usually has the highest outcomes nationally. These groups are often overrepresented in exclusion and absence data and, depending on the year group, that can be seen at Brentside. Whilst the group size is usually small, overall performance at Brentside for these students has a more significant range from strong progress scores to significant negative progress scores. The impact of absence also has a strong correlation with achievement. Finally, these groups' learning at primary schools have reportedly been impacted more significantly by Covid.

To achieve this objective, we plan to: continue to work with the borough on the NLLB project and to dedicate staff training time and resources to developing our provision and approach to supporting targeted learners, including building in aspirational opportunities.

Progress against this objective will be reported to the Curriculum Committee in the autumn term, 2023.

Objective 3

To close the achievement gap between those students from disadvantaged backgrounds and their non-disadvantaged peers.

Why we have chosen this objective: the gap nationally is significant. Whilst we have a lesser gap and it has been closing, during Covid this gap grew, despite directed actions to arrest this.

To achieve this objective, we plan to: continue to track the progress of the group, and to spotlight our expectations in relation to intervention in underachievement, supporting the accelerated progress of individuals within the group. We will continue to track and intervene by individual and to direct resources to support this.

Progress against this objective will be reported to and reviewed with the Curriculum Committee in the autumn term, 2023.

9. Monitoring arrangements

Progress against the equality objectives will be measured and reported to the governing body in line with the statements given under each objective in Section 8. Progress will also be reported on Objectives 2 and 3 through the School Development Plan progress updates shared at Curriculum Committee during the academic year.

This document will be reviewed by the governing body at least every four years, and/or in relation to changes in the school's context or national legislation.

Appendix 1

Recognising and dealing with discriminatory incidents

When incidents of a discriminatory nature occur, it is our collective responsibility to challenge and intervene positively. Manifestations of discrimination may be by:

- a student towards another student
- a student towards a member of staff
- a member of staff towards a student
- a member of staff towards another member of staff

Discriminatory incidents may also take place between parent/carer or a member of the public and staff.

Actions which are clearly unacceptable and/or hurtful include:

- derogatory and discriminatory name-calling, insults, comments and jokes
- discriminatory graffiti or any other written insult including websites and social media
- provocative behaviour such as wearing discriminatory badges or insignia
- bringing materials into school which are judged discriminatory or designed to diminish
- attempts to recruit others to organisations and groups practising discrimination
- making threats against a person or group
- offensive and/or hurtful actions against a person or group
- physical assault against a person or group
- unwelcome suggestions or physical contact including varying degrees of sexual assault
- any other instances of discriminatory behaviour

Any or all of these actions will be seen as particularly serious when the perpetrator is in a position of power or authority over the victim.

Framework for staff dealing with discrimination

It is important to explain to the perpetrators why their actions are regarded as derogatory and discriminatory. The nature of the incident should be considered when deciding on a course of action. For example, it may require action relating to one individual, a larger group or even an entire year group. Staff will need to use their judgement as to the context of addressing the issue. If appropriate and possible, discussion with other colleagues is often helpful and it would be usual practice in relation to any incidents of discriminatory behaviour, to escalate the situation to the Subject or Year Leader and/or a member of the Senior Leadership Team.

Dealing with incidents

Coherence and consistency of practice are essential for effective action. The following are practical suggestions for dealing with discriminatory incidents:

- Challenge the perpetrator(s) in a non-confrontational manner
- Remove the perpetrator(s) from the lesson/situation
- Establish the nature of the incident by obtaining a written statement from the perpetrator(s) and from those suffering the incident. Other witnesses may also be requested to provide written statements
- Explain in detail to the perpetrator(s) the wrong done
- Take appropriate action as determined by the nature of the incident, e.g. whether punishment is appropriate and whether it is necessary to involve the Year Leader or members of the Senior Leadership Team who may engage the support of the School's Police Officer or external agencies to support the education of the perpetrator and the

wellbeing of the victim. The school works with many agencies and is able to access external support where appropriate.

Follow-up and resolution of incident

The victim of the incident should be confident about how to report any repeating issues and from where to gain any further support. Any discriminatory incident involving students must be recorded on an electronic BTF, identifying best fit drop-down descriptor. In addition to reporting and recording the incident, this allows for tracking and analysis of incidents. BTFs are reviewed regularly by the Year Leader and escalated to SLT where appropriate. Numbers of BTFs for specific types of issues are tracked and analysed. In the case of a student, staff or family member, records relating to any previous incidents should be accessed and considered in deciding the most appropriate outcomes. Where appropriate, parents/carers will be informed and, a meeting will be organised. Any use of homophobic or racist language is tracked and reported by the school to the governing body and this reporting includes action taken and whether there have been any further incidents involving the perpetrator.