



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	SENCO
Last Reviewed Date	Spring 2018
Next Review Date	Spring 2019

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
- 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
- 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 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 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

**Public Sector Equality Duty
 Equality Objectives 2014-2019**

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

Outcomes	Measured and Evidenced by
<ul style="list-style-type: none"> • Minority & Vulnerable groups feel safe, valued and able to fully participate in the life of the school – ‘to thrive’ 	<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>
<ul style="list-style-type: none"> • Greater awareness within the community of the specific and general needs of students from minority and vulnerable groups 	<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>
<ul style="list-style-type: none"> • Staff recognise and challenge all types of bullying and inappropriate language 	<p>A continued decline in reported incidences of racial and SEND bullying as evidenced in the school’s Bullying Log and case studies</p>

Planned Activity	Led by
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<ul style="list-style-type: none"> • The school effectively plans its commitment to an Inclusive community at all levels and meets the requirements of the Equality Duty Act • Review relevant school policies to ensure all policy and guidance used within the community is inclusive and recognises the diverse need of its members • Regularly track the progress and attendance of all vulnerable groups of students and put interventions in place as necessary • Ensure that Minority and Vulnerable groups, alongside all other students in the school, have the opportunity to access out of lesson based activities • Review the Bullying reporting system to allow for a better understanding of incidents taking place, in order to take appropriate actions 	<p>Headteacher Assistant Headteacher Personal Development, Behaviour and Welfare Director of Student Services Director of Support for Learning HR Manager</p> <p>Headteacher Assistant Headteacher Director of Support for Learning HR Manager</p> <p>Deputy Headteacher Assistant Headteacher for Personal Development, Behaviour and Welfare Director of Student Services Director of Support for Learning Data Manager Pastoral teams</p> <p>Assistant Headteacher Director of Student Services Director of Support for Learning</p> <p>Assistant Headteacher Director of Student Services Student Safety and Mentoring Co-ordinator</p>
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Equality Objective 2
Take steps to 'Closing the Gap' in the performance of all gender and ability groups

Outcomes	Measured and Evidenced by
<ul style="list-style-type: none"> • The difference between boys' and girls' achievement is in line with National figures • All ability/gender groupings perform comparatively 	<p>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</p>

Planned Activity	Led by
<ul style="list-style-type: none"> • 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 	<p>Director of Data and Timetable Subject Leaders and their SLT links Assistant Headteacher's- Assessment</p>

<ul style="list-style-type: none"> Review and enhance current intervention packages, including behaviour support programmes 	Deputy Headteacher Director of Support for Learning Director of Data and Timetable Subject Leaders (Extended Leadership Team)
<ul style="list-style-type: none"> Research best practice in other educational settings 	Deputy Headteacher Director of Data and Timetable

Equality Objective 3
Promote and deliver an Inclusive curriculum

Outcomes	Measured and Evidenced by
<ul style="list-style-type: none"> 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 Students are provided with diverse curriculum opportunities for all ability groups 	<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>

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