



BEACONSFIELD HIGH SCHOOL  
*A remarkable grammar school*

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**EQUALITY INFORMATION AND OBJECTIVES POLICY DRAFT**

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## **Introduction**

The Governing Body of Beaconsfield High School is committed to the principle of equality of opportunity for all in employment and in the provision of teaching and learning. We take pride in our increasingly diverse community and all the cultural richness that it brings with it. This is in line with the Equality Act 2010.

This document explains our commitment to equality and diversity and sets out our equality objectives. It shows how we are creating an environment in which everyone in our school community can take full part in the social and cultural life of the school. It also sets out our commitment to promote equality and diversity among our students and our staff.

This policy should be read in conjunction with the relevant documents such as our Anti-bullying Policy, Equality Act Statement, Special Education Needs Policy and Accessibility Plan.

The school has a responsibility to comply with the Public Sector Equality Duty and has a responsibility to:

- eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct;
- advance equality of opportunity between those who have a protected characteristic and those who do not; and;
- foster good relations between those who share a protected characteristic and those who do not.

The school respects and values the diversity, which exists in our community. We are committed to challenging attitudes that promote discrimination surrounding issues relating to any applicable protected characteristic, such as race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity. We will endeavour to ensure respect for all and equip all students for life in a culturally diverse society.

The school is committed to tackling discrimination and promoting equality of opportunity and good relations across all aspects of school life. This is demonstrated by:

- Creating an ethos in which all students and staff feel valued and secure;
- Creating an ethos where diversity and difference are celebrated;
- Eliminating discrimination and other conduct that is prohibited by the Act;
- Encouraging, supporting and helping all students and staff who share protected characteristics to reach their potential;
- Fostering good relations across all characteristics, between people who share a protected characteristic and people who do not.

## **1. Aims**

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Provide a broad, well-taught, rich, diverse and inclusive curriculum, enabling all students
- to develop and reach their full potential academically, physically, socially and spiritually
- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it
- Provide a broad, well-taught curriculum, enabling all students to develop and reach their full potential academically, physically, socially and spiritually

## **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 (Appendix 1)
- 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.

This document also complies with our funding agreement and articles of association.

## **3. Roles and responsibilities**

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, students and parents/carers
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governors are Atia Ahmed and Sanghamitra Nag. They will:

- Meet with the designated member of staff for equality every term and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- The designated member of staff for equality will:
- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to 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.

All policies are designed to be actively inclusive and the school does not tolerate or condone any type of discrimination and any behaviour that makes BHS staff and students feel unsafe and that they do not belong to the BHS community.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act 2010 as part of their induction, and all staff receive refresher training every September as part of their Safeguarding training and additionally as part of their induction process.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## **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 disadvantages suffered by people that are connected to a particular characteristic they have (e.g. students with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own students

## **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 a culture of belonging, inclusion, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RPE, citizenship and personal, social, health and economic (PSHE) education, assemblies and through a range of school initiatives. This will also include activities in other curriculum areas. For example, as part of teaching and learning in English/reading, students will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Students will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of students within the school. For example, our school council has representatives from different year groups and is formed of students from a range of backgrounds. All students are encouraged to participate in the school's activities, such as sports clubs. We also work with parents/carers to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## **7. Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always 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 equitable facilities for all individuals and all protected characteristics

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked 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**

We are committed to removing the stigmas and difficulties that can be associated with discussions and support for mental health for all students, staff and the wider BHS community.

Why we have chosen this objective:

Mental health and wellbeing of all is a key priority for the school; this includes students, staff and the Beaconsfield High School community. We strongly believe that positive mental health is a key building block for success.

To achieve this objective we plan to:

- Further develop our whole school MHWB plan. This includes an audit of support that is currently available and a plan to develop the good support that is already available. The school will also look to harness support of external professionals to support stakeholders in school. The school will ensure that MHWB becomes a key focus across school and discussions and support become a normal part of practice at BHS.
- To develop further specific whole school initiatives to support the mental health of all.

### **Objective 2**

To monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities, especially students with special educational needs.

Why we have chosen this objective:

This will enable the school to ensure that all groups are represented within the school community.

To achieve this objective we plan to:

- Invest in and highlight to all students the range of extra-curricular opportunities available to school. Key members of the pastoral team have a student leadership focus which aims to develop and embed student leadership across the school (including Sixth Form). The school has developed an extra-curricular timetable that students can take part in. These opportunities will continually be reinforced via assemblies, form time and through communication home.
- The success of this implementation will be understood from a working party group to audit activities related to this objective with students and staff and as part of calendared feedback from students and families via surveys. If any groups are not attending to the same level as peers, this will be investigated and students in this group will be supported to take part.

### **Objective 3**

To continue to eradicate the use of any form of negative language towards any persons within our community. The use of negative language (E.G: homophobic, sexist, racist (non-exhaustive)) is never acceptable and all members of our community will be educated and supported in ensuring that the BHS is a welcoming community for all.

Why we have chosen this objective:

Our students will benefit from being more tolerant of each other and treating each other in a polite manner reflecting their respect for each other. This will continue to develop our welcoming and inclusive community at BHS

To achieve this objective we plan to:

- These key ideas of tolerance permeate through the school as part of our vision and values of respect and are topics we consider with all students in a range of curriculum and pastoral areas and is reinforced through assemblies, form time and targeted conversations. The success of this implementation will be understood from a working party group to audit activities related to this objective with students and staff and as part of calendared feedback from students and families via surveys.
- Progress we are making towards this objective: This will be reviewed over the course of the forthcoming academic year

### **Objective 4**

Take opportunity to work towards a representative staff body in leadership and middle leadership roles and student leadership, reflective of the local community we serve.

Why we have chosen this objective:

To support all staff in feeling they are able to contribute to the school life in their different roles. To look for all children to have representational role models within the school community.

To achieve this objective we plan to:

- Analyse the demographic of our school community and celebrate diversity
- Consider this objective as part of our recruitment process.
- Consider this in the student leader recruitment process

### **Objective 5**

To provide and uphold gender equality, empower students to uphold a culture of feminism within our school community

To achieve this objective:

- Maintain a robust gender equality policy
- Inclusive curriculum review and update the curriculum to include diverse perspectives on gender roles.
- Safe and inclusive spaces, create safe places within the school where girls can openly discuss issues related to gender, feminism and equality.
- Create opportunities for our students to speak in, and collaborate in, mixed gender groups

Progress we are making towards this objective:

This will be reviewed over the course of the forthcoming academic year

## **9. Monitoring arrangements**

The Equality Governor and Equality Lead in school will update the equality information we publish, described in sections 4 to 7 above, at least every year.

This document will be reviewed by the governing board at least every 4 years.

This document will be approved by the governing board.

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN policy
- Anti – Bullying Policy

## **Appendix 1**

Protected characteristics

The Equality Act defines nine protected characteristics, of which the following are potentially applicable to the school community (students, parents/carers, staff and governors) are:

- Disability
- Sex (referred to previously as gender)
- Gender reassignment
- Race
- Pregnancy and maternity
- Religion or belief
- Sexual orientation