



Equality Objectives & Policy

Review Responsibility: Headteacher

Frequency of Review: 3 years

Date Approved: Jun 23

Approved By: Board of Trustees

Next Review Due By: Jun 26

Equalities Objectives

To be read in conjunction with the Borden's Equality Policy

Equality Objectives

Reviewed at least every 4 years

1. To continue to provide a supportive and inclusive environment where students respect and celebrate differences. This is a part of the school's plan to develop 'healthy masculinity' through eradicating homophobic, racist, sexist and other discriminatory language and behaviours in school.
2. To make progress in diminishing the differences for all groups of students in terms of achievement, sanctions and rewards. Whilst true for all groups, this is particularly the case at Borden for disadvantaged and SEN students and closely links the schools development of an inclusion framework, where all students are offered the support necessary for their tier of need.
3. To further develop opportunities for all students beyond Borden to broaden horizons and develop cultural capital. This includes events, trips, visits, fixtures, work experience and opportunities for leadership.

Equalities Policy

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Introduction

The achievement of students will be monitored by disadvantage, race, gender and disability and we will use this data to support students, raise standards and ensure inclusive teaching. We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which shows respect for all.

Policy

This policy supports Borden in meeting our legal duties in equality legislation, but remains central to our school vision of Developing minds, creating futures and striving forward together. Borden Grammar School is committed to ensuring equality of education and opportunity for all students, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. This is underpinned by,

- The Borden trust values, particularly the focus on ethical leadership and being kind and caring.
- The Brown principles from 2008 where equality principles are an essential part of our decision making and analysis of impact.
- The Equality Act 2010, the corresponding public sector single equality duty and the 2014 advice to schools. This means that Borden will have 'due regard' to eliminate discrimination, advance equality of opportunity and foster good relations between those who have protected characteristics and those who do not.
- The Ofsted Inspection handbook which expects schools to promote equality and diversity across its community, to protect all learners from harassment and harmful or discriminatory behaviours, to monitor outcomes across groups, to set targets and manage incidents and complaints.

Whilst not a complete list, the following groups of young people have been identified as key recipients for the provision of this policy,

- Those with 'protected characteristics' relevant to young people i.e. disability, gender reassignment, race, religion or belief, sex or sexual orientation
- Children in care, on the edge of care or missing from education
- Students with special educational needs
- Students with English as an additional language
- Young carers
- Free school meals, pupil premium students or those near to this position
- Students who are gender questioning or going through transition
- Students with mental health or body image issues

In order to meet these requirements, Borden will publicly publish its equality objectives, its plan to bring this about and will audit and review this regularly. We will assess the impact of our policies, including this plan, on students, staff and parents by ethnicity including, in particular, the achievement levels of these students; Monitor the impact our plans and policies have on such students, staff and parents towards raising the achievement of minority ethnic groups.

This policy should be read in conjunction with,

- Behaviour Policy
- School Complaints Procedure
- Staff Behaviour - Code of Conduct Policy
- Health and Safety Policy Statement
- Safeguarding and Child Protection Policy
- Whistleblowing Policy

Admissions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. As a selective school, admissions are decided by ability and we refer parents to the admissions policy. We aim to be as inclusive as possible in our admissions process and welcome applications from disadvantaged pupils and those with special needs and disabilities; we refer parents to our policy covering Special Educational Needs and Disability (SEND).

Curriculum

Borden Grammar School aims to help our young people learn in an ethos and atmosphere of dignity and fairness. We aim to provide all our students with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Ensure the curriculum is built on, and educates on, the principles of equality and justice.
- Ensure equality of access for all students and prepare them for life in a diverse society;
- Disabled children can take part in all aspects of the curriculum, including educational visits; extra curricular activities; PE and assemblies;
- Extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues and students attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status;

Teaching and Learning

- Use contextual data to improve the ways in which we provide support to individuals and groups of students;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all students when planning for future learning and setting challenging targets;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge discriminatory behaviour or prejudice;
- Provide opportunities for students to appreciate their own culture and celebrate the

diversity of other cultures;

- Seek to involve all parents in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning and unconscious bias;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our students.
- Promote positive attitudes and a cohesive inclusive ethos throughout assemblies, personal development and in tutor time activities.

Exclusions

Exclusions will always be based on the school's Behaviour and Exclusions Policies. Our exclusion criteria are applied consistently to every young person, irrespective of their protected characteristics. However, we will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Equal Opportunities and Staff

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. We will ensure wherever possible that the staffing of the school reflects the diversity of our community. It is the responsibility of all staff to,

- Ensure there is no unlawful discrimination, harassment or victimisation in our working environment day to day, through recruitment processes or policies;
- Treat colleagues, young people and visitors with dignity and respect; avoiding behaving in any manner that may give rise to claims of discrimination, harassment or victimisation;
- Consider reasonable adjustments where relevant and take proactive steps to remove, reduce or prevent obstacles for any disabled person;
- Support and participate in any measures introduced to promote equality and diversity;
- Actively challenge discrimination and disadvantage, reporting any issues associated. Each employee is personally responsible for their own acts of discrimination, harassment or victimisation carried out during their employment, whether or not the employee is also liable and may be subject to disciplinary action.

Employer Duties

As an employer we will always try to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. Equality aspects (gender, race, disability, sexual orientation, age, marital status, pregnancy/maternity, gender reassignment and faith or religion) are considered when appointing staff in both external recruitment and internal selection exercises, to ensure decisions are free of discrimination. All employees will be treated fairly and equally in aspects of employment including recruitment,

promotion, training, pay, discipline and redundancy, with reasonable adjustments made where appropriate. Any complaints or grievances will be dealt with in line with the school complaints policies and procedures. The leadership group will regularly survey staff views and opinions on various matters, for example on well-being, workload and opportunities.

Promoting Positive Attitudes and Meeting Needs

The school will,

- Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display.
- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;
- Support disabled students in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings;

Monitoring Impact

The school will,

- Collect and analyse evidence and data on children's achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement;
- Monitor the frequency and impact of incidents of bullying in relation to equality characteristics.
- Keep a regular record and report how these incidents are dealt with to the governing body;
- Review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour.
- Survey staff views and opinions on various matters, for example on well-being, workload and opportunities.
- Consult and involve the different areas of the Borden community in reviewing and developing the equality plan

Roles and Responsibilities

The Board of Trustees have set out their commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive towards all students, and responsive to their needs.

The Trustees seeks to

- ensure that people are not discriminated against when applying for jobs at our school on grounds of any protected characteristic
- take all reasonable steps to ensure that the school environment gives access to people with

disabilities, and also strives to make school communications as inclusive as possible for parents, carers and students.

- welcome all applications to join the school, whatever a child's socio-economic background, race, religious belief, sexual orientation or disability.
- ensure that no child is discriminated against whilst in our school on account of any of the protected characteristics

It is the headteacher's role to implement the school's Equality Plan, supported by the trustees in doing so. All staff must be made aware of the Equality Policy and Plan, and the headteacher should ensure that teachers apply these guidelines fairly in all situations. The headteacher ensures that all appointment panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities. The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, with due seriousness.