

Baginton Fields School

Public Sector Equality Duty



"Dedicated to delivering inspirational learning experiences"

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| Approved by: | Governing Body | Date: September 2019 |
| Last reviewed on: | September 2019 | |
| Next review due by: | September 2023 | |

Public Sector Equality Duty

The PSED covers a four year period from **July 2019** to **July 2023**

Introduction

The Public Sector Equality Duty (PSED) came into effect on 5th April 2011, replacing existing equality legislation which included disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation. PSED applies in all schools and must be implemented.

The main aim of ensuring PSED is followed in schools is to reduce/eradicate under performance. This means that as well as the duties identified in earlier legislation regarding race, gender and disability, schools need to consider whether differences in student outcomes are influenced by experiences of inequality and take steps to :

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct 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** between people who share a protected characteristic and people who do not share it.

The above are often referred to as the three aims of the general equality duty

School Context

Baginton Fields is a broad spectrum secondary school for students with severe and complex special educational needs. Learning is influenced by such factors as autism, physical disability, communication, social development, sensory impairment and challenging behaviours. The attainment level of students varies considerably. Some students require the full support of adults to manage their education and personal care. Other students will participate in activities in mainstream and other special schools. Students enter the school in Year 7 with the greater majority leaving in July of the year in which they are 19.

As well as delivering high quality services to our students, the school is also committed to being a good employer and as such this PSED outlines how we meet our varied duties in terms of recruitment and employment practices. We are also committed to be fully inclusive of all community users, including parents and carers. As such, this PSED therefore also sets out how we will work to overcome any discrimination related to the other protected characteristics:-

- Age
- Being married or in a civil partnership

This PSED sets out:

- information about our school and the local area;
- our plans to meet our general and specific duties;
- how we will promote community cohesion within the school;
- what our plans are to gather and use information;
- how we intend to ensure our policies are fair;
- how we will report on our progress;
- who is responsible for making our PSED a reality; and,
- an action plan addressing our equality priorities

This policy is reviewed every four years and is reported on annually.

Aims of the PSED

- To articulate the school's commitment to equality which permeates all school policies and practices
- To ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation
- To comply with statutory duties under equalities legislation in one document

Planning to eliminate discrimination and promote equality of opportunity

This policy is underpinned by the core belief that all children and young people belong to their local community and share the same rights to membership of that community and a quality education. An action plan accompanies this PSED which identifies what we will be doing over the coming year to make our school more accessible to the whole community, irrespective of background or need (see appendix 3).

We will collect data related to the protected characteristics and analyse this data to determine our focus for our equality objectives. This data will be assessed across our core provisions as a school. This will include the following functions:

- attendance
- attainment
- exclusions
- prejudice related incidents

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may not fair well in the education system. We provide both our students and staff awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

The PSED encompasses our **anticipatory duties to plan ahead for the reasonable adjustments** (reasonable and proportionate steps to overcome barriers that may impede some students) we need to be best placed to help disabled students who come to our school.

This action plan replaces the school's Disability Accessibility Plan for the school (previously required under the planning duties in the Disability Discrimination Act) as it sets out how the school will increase access to education for disabled students, alongside other protected groups, in the three areas required:

- increasing the extent to which disabled students can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;

Monitor, review and reporting

The action plan is renewed annually and progress towards the equality objectives within it is reported on regularly to governors. Equality objectives have been identified through consultation with key stakeholders. It can be made available in different formats and in different languages upon request to the school office.

Every four years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall School Improvement Plan and therefore will be reviewed as part of this process.

This policy will be reported on annually to Governors. Progress against the action plan will be evaluated and the impact of the action and activities assessed. This report will be available as a separate document and provided to all stakeholders upon request.

Breaches

Breaches to this statement will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

School Aims Statements

The school's vision, mission, ethos and values following substantial consultation with stakeholders. We aim to ensure that our students leave school as happy, confident individuals, and the right attitude and skills to make a positive contribution to society.

Our vision statement is:

“Dedicated to delivering inspirational learning experiences”

And.....

1. Baginton Fields School will strive to create a respectful, safe, positive learning environment where the dignity of all students is prioritised.
2. Our unique curriculum recognises individual talents and personalities which encourages all to flourish and enables us to celebrate student achievement.
3. Through genuine opportunities to make choices our students will feel valued, confident and happy knowing their voice matters.
4. We aim to build and sustain positive and trusting relationships with students, parents, carers and the whole school community.
5. Baginton Fields School will provide the stepping stones for students to develop life long learning skills that will encourage independence and resilience in preparation for adulthood.

Our vision and ethos are at the core of everything we do and should be read in conjunction with our Baginton Values, see below.

BAGINTON VALUES

1. Respect for democracy and the support for participation in the democratic process.

At Baginton we work together, respect each other's choices and treat each other fairly.

2. Respect for the basis on which law is made and applies in England.

At Baginton we will follow class rules as they keep us safe and help us to learn.

3. Support for equality of opportunity for all.

At Baginton we all deserve the same opportunity to participate and achieve.

4. Support and respect for the liberties of all within the law.

At Baginton we have the right to our opinion; our opinions and choices are important.

5. Respect for and tolerance of different faiths and religions and other beliefs.

At Baginton we respect we might be different and do/like different things; we accept we don't all have to be the same.

Equality Objectives

Our objectives will detail how we ensure that we:

- eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act
- advance equality of opportunity between people who share a characteristic and those who don't
- foster good relations between people who share a characteristic and those who don't
- ensure all children have equal access to high quality teaching.

We will:

- ensure that sensitivity is shown at all times towards those who share a characteristic and those who don't
- create a school with an atmosphere of trust and understanding in which the sanctity of the individual is cherished and where students and adults show consideration, courtesy and respect for each other at all times
- help all children and other stakeholders feel part of the school community so that they feel valued, secure, fairly treated and happy
- monitor the performance and participation level of different groups and act to address issues as they arise
- develop close partnerships and open lines of communication between school, home and the wider community valuing the contributions made by all

Indicators of progress towards meeting objectives

- incidents of bullying, racism and harassment are exceptionally rare.
- children report that they feel safe and are happy to come to school
- groups of stakeholders who share a characteristic and those who don't feel confident to share views and comments with the school
- school acts to ensure that groups vulnerable to underachievement are supported to ensure they fulfil their academic potential
- children from different groups are equally represented in extra curricular activities and other roles/responsibilities within the school
- diversity is reflected and celebrated in the school environment

The training taken to position the school well for the equality and diversity agenda.

- Whole staff training on specific medical conditions and disabilities e.g. epilepsy, autism
- Whole staff training on behaviour management and physical intervention – Team Teach
- Whole school Makaton Training - use of signs and symbols, objects of reference
- Ongoing staff development opportunities on provision for students with specific learning difficulties eg visual impairment, Profound and Complex Special Educational Needs
- Parent Advisor Support Training
- Whole staff training on developing communication skills
- Whole staff training on supporting positive student mental health
- Whole staff – training on safeguarding children, child protection and vulnerable adults.

School Provision

Examples of reasonable adjustments the school makes as a matter of course

- Individual education plans for each student.
- Ongoing detailed differentiation in lessons.
- Support from therapists – Occupational / Physio / Speech and Language.
- Class groupings to student needs to better address learning styles.
- Close collaboration with Children’s Disability Team, CAMHs, Adult Social Care.
- Information is available in different formats upon request.
- Stakeholders are regularly consulted upon issues.
- Provision of specific resources to meet needs of children with various disabilities – IT equipment, visual timetables, Physio equipment, 1: 1 support, personalised timetables, additional time in assessment, additional adult support, personalised hygiene arrangements

Outcomes for students

Outcomes for students are analysed against social identity issues, i.e. gender, LAC, Pupil Premium and disability. Data is shared with governors.

Along with ongoing termly summative curriculum and EHCP assessments , this process determines the impact of our provision on improving outcomes for all students. In line with statutory requirements all new policies as well as existing policies and functions are evaluated for the impact they have, in consultation with identified students and parents/carers.

Roles and Responsibilities in Implementing the PSED

The Head Teacher will:

- ensure that staff and parents are informed about the PSED;
- ensure that the PSED is implemented effectively;
- manage any day to day issues arising from the policy whether for students or for the school as an employer;
- ensure staff have access to training which helps to implement the PSED;
- liaise with external agencies regarding the policy so that the school’s actions are in line with the best advice available;
- monitor the PSED and report to the Governing Body at least annually, on the effectiveness of the policy;
- ensure that the leadership team are kept up to date with any development affecting the policy/action plan arising from the PSED;

- provide appropriate support and monitoring for all students and specific and targeted students to whom the PSED has direct relevance, with assistance from relevant agencies.
- ensure that all appointments give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities;
- promote the principle of equal opportunity when developing the curriculum, and promote respect for other people and equal opportunities to participate in all aspects of school life
- treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.
- ensure the specific needs of staff members are addressed;

The Governing Body will:

- ensure that the school complies with all relevant equalities legislation;
- recommend all governors receive up to date training in all the equalities duties;
- designate a link governor with specific responsibility for the PSED;
- establish that the action plans arising from the policy are part of the School Improvement Plan;
- Seek to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- support the Headteacher in implementing any actions necessary;
- take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and students.
- ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.
- evaluate and review the actions every four years;
- evaluate the action plan yearly.

The Senior Leadership Team will:

- have general responsibility for supporting other staff in implementing this policy;
- provide a lead in the dissemination of information relating to the policy;
- identify good quality resources and CPD opportunities to support the policy;
- with the Headteacher, provide advice/support in dealing with any incidents/issues;
- assist in implementing reviews of this policy as detailed in the School Improvement Plan.

School Staff will:

- All staff will ensure that all students are treated fairly, equally and with respect, and will maintain awareness of the school's PSED.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

Parents/Carers will:

- have access to the PSED;
- be encouraged to support the policy;
- have the opportunity to attend any relevant meetings/awareness raising sessions related to the policy;
- have the right to be informed of any incident related to this policy which could directly affect their child.

Students will:

- be made aware of any relevant part of the policy, appropriate to age and ability;

- be expected to act in accordance with any relevant part of the policy
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting prejudiced based bullying incidents;

Visitors and contractors are responsible for complying with the school's PSED – non-compliance will be dealt with by the Headteacher.

Involvement Processes

Policies are vital to identify and consolidate thinking regarding appropriate provision for students; however, they are often viewed as an end, when they should be seen as a process - always evolving in response to changes and evidence from impact assessments. When developing this PSED, the school is clear that this is a process which must be informed by the involvement of all participants such as students, parents, school staff, governors and external agencies. This will ensure that the school gains insights into the barriers faced by people from different social identity backgrounds and learns the best ways to overcome such barriers. This PSED will be informed, therefore, by:

- the views and aspirations of students themselves from different social identity backgrounds;
- the views and aspirations of parents/carers of students from different social identity backgrounds;
- the views and aspirations of staff from different social identity backgrounds;
- the views and aspirations of members of the community and other agencies, including voluntary organisations, representing different social identity backgrounds;

Mechanisms for involvement

At this school the following mechanisms will ensure the views of **students** inform the PSED and action plan:

- School council;
- Individual interviews with students involved in incidents of a discriminatory nature;
- Individual interviews with students experiencing reasonable adjustments;
- Student involvement in EHCP reviews and structured conversation
- Opportunities to solicit student voice on issues affecting school i.e. safety
- PSHE/RSE lessons.

At this school the following mechanisms will ensure the views of **staff** inform the PSED and action plan:

- Exit interviews with staff;
- Regular staff meetings with specific agenda items;
- Staff consultation including questionnaires
- Individual discussions with staff as a part of performance management.

At this school the following mechanisms will ensure the views of **parents/carers and the community** inform the policy and action plan:

- Text to be inserted into questionnaires with parents: "your support for your child's education is crucial to their progress. Please tell us if there are any adjustments we need to make.
- Feedback through the Governing Body meetings;
- Feedback through the parent group meetings / coffee mornings;
- Feedback from adults using the school beyond the school day;

The school's action plan will focus on developing the involvement of students, staff and parents from different social identity backgrounds over the four years of this policy. We will consider varying the times, methods and the venues for this involvement to ensure the best possible attendance and ensure views can be heard. This way the school will learn what works and the involvement of students, staff and parents will improve and deepen over time.

Action Planning

This policy is supported by an action plan, the progress of which is monitored and evaluated by the Governing Body.

The action plan that identifies the equality objectives for the school arising from this policy has:

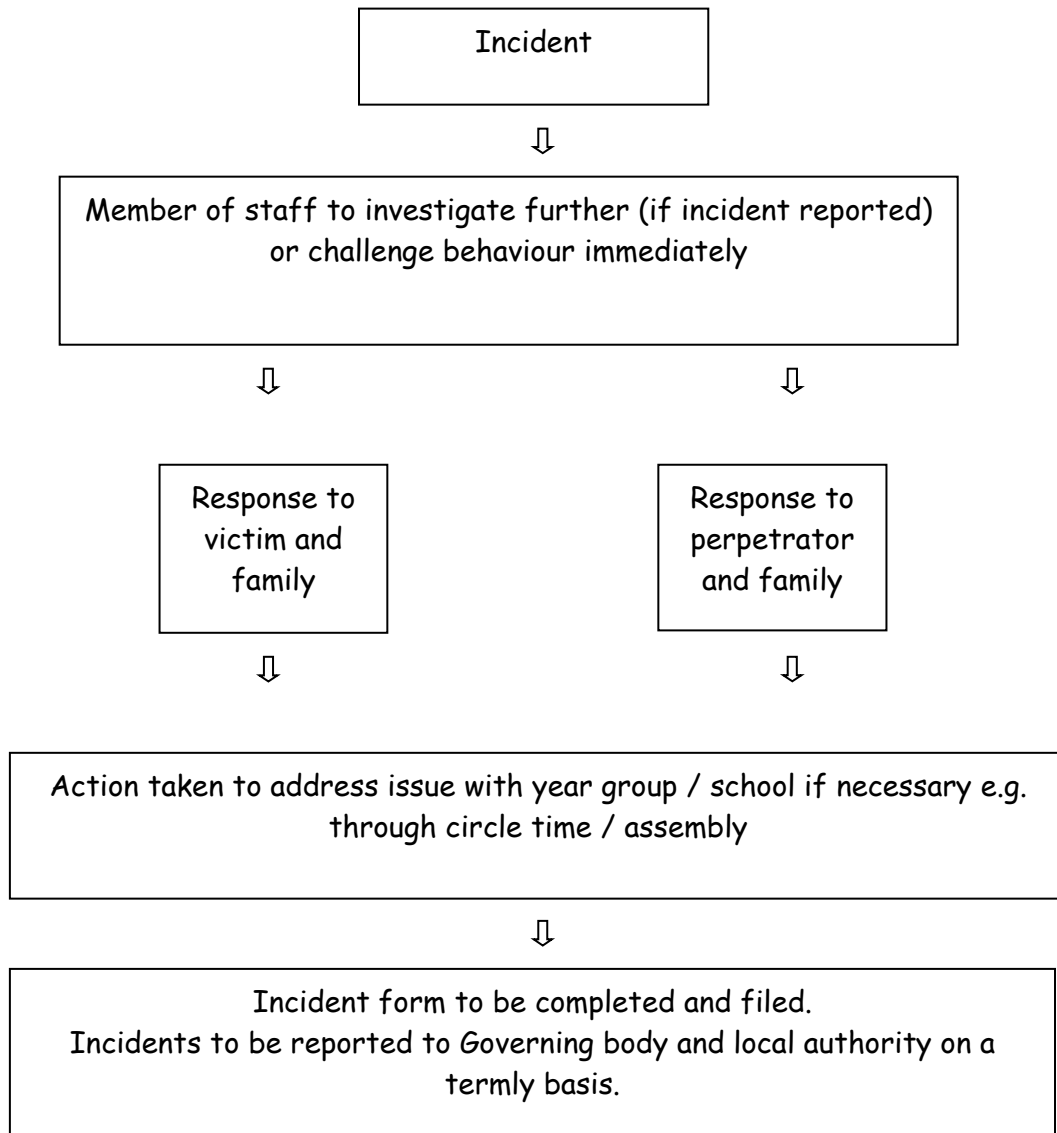
- clear allocation of responsibility;
- clear allocation of resources, human and financial;
- clear timescales;
- expected outcomes and performance criteria;
- specified dates for review;

The effectiveness of this policy will be evaluated and reflected in:

- the School Self-evaluation Statement;
- discussions with our Coventry Monitoring Officer.

Appendix

A procedure for responding and reporting incidents



Baginton Fields School
PSED Action Plan

Objectives are aligned with the School Development Plan and progress will be monitored through regular review of the SDP.

| Objective | Actions | Who is responsible for implementing? |
|--|---|---|
| <p>Personal Development:</p> <p>Develop active citizens who are able to play their part and become actively involved in public life.</p> | <ul style="list-style-type: none"> ▪ Termly SMSC book created, TA from each class to be responsible for creating the pictorial 2 pages for their class. ▪ Open orchestra/Open Theatre –project extended for a further year, musicians/singers identified to participate in this inclusion opportunity, impact report written ▪ To include/share events/achievements in newsletter. ▪ Activity passports used and reviewed as a means of ensuring a breadth of enriching SMSC opportunities and celebrating achievement. ▪ Monitor the involvement of all groups of students in additional activities i.e. visiting professionals/visits to ensure equality of opportunity. ▪ All students have activity passports which are collated over the years to record opportunities experienced ▪ Community visits/ voluntary activities – to return to pre-pandemic levels ▪ Discreet planning incorporating SMSC, BV, LOtC, Mental Health, Literacy, etc. | <p>All staff</p> |
| <p>RSE:</p> <p>JIGSAW used across school to ensure compliance for the delivery of RSE.</p> | <ul style="list-style-type: none"> ▪ Monitor, evaluate and impact report on the delivery of RSE across school ▪ Using analysis of above revisit the RSE Progress Wall for Sept 2023. ▪ RSE policy on website ▪ Families informed of curriculum content via website. ▪ Termly meeting with named school governor. ▪ Additional CPD for all staff ▪ Update resources for RSE | <p>SLT Subject Leader All staff</p> |

| Objective | Actions | Who is responsible for implementing? |
|--|--|--------------------------------------|
| | <ul style="list-style-type: none"> ▪ Teachers access updated content for JIGSAW ▪ No Outsiders books are utilised across the pathways as appropriate and used in assembly | |
| <p>Behaviour & attitudes:</p> <p>Students are tolerant of, understand and respect diversity, no incidents of negative behaviour towards those with a protected characteristic.</p> | <ul style="list-style-type: none"> ▪ Assemblies & SMSC opportunities used to promote equality and diversity ▪ The curriculum, in particular the RSE/PSHECC lessons, promotes understanding of individuality and differences. No Outsiders texts used across the school as a resource ▪ All incidents of negative behavior towards individuals/groups with a protected characteristic is recorded on CPOMs ▪ All incidents of prejudice are challenged by all staff appropriately, this could be at a whole class level, within a small group or on an individual basis ▪ Parents are informed of all incidents and are supported to help their child – phone call/meeting ▪ Reward strategies implemented to support positive behaviour and students access what they need to co/self-regulate (links with Thrive and staff understanding that fairness is not treating everyone the same but giving them what they need to learn and thrive). | All classroom staff/SLT |
| <p>Careers:</p> <p>Work with Coventry Careers Hub to develop a careers programme/pathway for all.</p> | <ul style="list-style-type: none"> • Working with the hub students will have wider access to WE placements. • Students experience a range of visitors who discuss their professional experiences • School become part of the SEND careers network to share best practice • Students access work place taster experiences | AHT |