

SOUTHFIELD SCHOOL

EQUALITIES INFORMATION POLICY

The public Sector Equality Duty 2011 has three aims under the general duty for schools;

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act, by removing or minimising disadvantages suffered by people due to their protected characteristics.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not, by taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
3. Foster good relations between people who share a protected characteristic and those who do not, by encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

We continually evaluate how well Southfield School currently achieves these aims with regard to the eight protected equality characteristics which are:

- Race
- Disability
- Sex
- gender reassignment
- age
- pregnancy and maternity
- religion and belief
- sexual orientation

In compiling this equality information we have:

Ensured that the school's policies and practice protect those people with the eight protected characteristics.

Established a need to review regularly, how the school engages with the protected groups, identifying where practice could be improved

1. SUMMARY OF EQUALITIES EVIDENCE

In relation to RACE:

- All departments follow school guidelines to eliminate discrimination and harassment
- A number of departments eg PSHEC, Humanities, Art, Drama and English provide units of work designed to promote tolerance and tackle issues
- Assemblies and follow-up form tutor sessions are delivered to students, throughout the year

Date: September 2017

To be reviewed: Biennially

Next review date: September 2019

SOUTHFIELD SCHOOL

- Policy and procedures in place to effectively deal with any racial incidents – staff have been trained in dealing with issues of racial intolerance through staff meetings
- Students say they know where to get help immediately and any issue will be dealt with straight away
- Whole staff training sessions delivered
- Data in relation to racial incidents shows that very few incidents occur in school, but they are dealt with seriously and effectively
- The school has a low low ethnic diversity and the ethnic mix of staff is 27% classified outside 'White, British' ethnicity
- Membership analysis of the Governing Body typifies the catchment area
- The schools electronic reporting system effectively records and monitors any incidents

In relation to DISABILITY:

- Clear signage, disabled parking bays, ramps, and other measures make good provision for disabled students and visitors
- An Accessibility Plan is reviewed regularly to maintain the site in order to enable access for disabled students, staff and visitors
- Students who are severely disabled would be directed to a designated provider but students with any form of disability are treated with respect and consideration
- The school works with outside agencies to reintegrate and support any recently disabled students or those who are disabled temporarily due to an accident.
- PSHEC and class discussion ensure students are well informed and understand the broader meaning of the term disability
- Some students have been involved in sporting activities alongside sporting activities for disabled students and this has helped their understanding of disabilities.
- The British Wheelchair Basketball road show came and did some wheelchair basketball with our students to develop understanding.
- Special provision is made for staff who identify disability needs such as medical chairs, lower benching and reserved disabled parking.
- Students/staff with temporary disability (crutches) have risk assessments carried out with a personal evacuation plan.

In relation to GENDER the evidence we hold tells us:

- Recruitment procedures are fair and consistent
- The school is a girls only school for Years 7-11 but boys are admitted to the sixth form. Students believe that both genders get along together well in the 6th form
- Sex and Relationships education programme is delivered from Year 7 PSHEC as well as during PD days and other curriculum areas specifically Science, English and Drama.
- The Governing Body membership is 64% female, 36% male.
- Staff overall is made up of 78% female & 22% male. Teaching staff mix is 74% female & 26% male, whilst support staff consists of 86% female & 16% male.
- Policy and Procedures are in place and regularly reviewed for Sex and Relationships education.

Date: September 2017	To be reviewed: Biennially	Next review date: September 2019
Page 2 of 5		

SOUTHFIELD SCHOOL

In relation to **GENDER REASSIGNMENT:**

- The school has sought specific advice so that the same fair and consistent practices can be applied.

In relation to **AGE:**

- The age profile of staff is relatively high but only a small number are over normal retirement age. No-one is over state pension age but 2 teachers are over the age of 60 years
- Recruitment process does not discriminate on the ground of age
- Membership analysis of the Governing Body shows a spread of ages.

In relation to **PREGNANCY AND MATERNITY the evidence we hold tells us:**

- Strong Pastoral Care enables students to receive appropriate support and information.
- Sex and Relationships education programme for all years through PSHEC, PD days and other curriculum areas.
- Students have access to a school nurse.
- The school has supported students through maternity to continue studying and return for exams.
- In respect of staff, several have taken maternity leave and returned on flexible working arrangements.
- Paid leave is granted for maternity related appointments.
- Specific Health and Safety risk assessments are carried out for students/staff who are pregnant.
- In the case of pregnancy with students/staff (including concealed) appropriate safeguarding procedures are followed that were identified with the risk assessments.

In relation to **RELIGION AND BELIEF :**

- Assemblies and Schemes of Work in RS cover a range of religions and beliefs
- All staff have been trained in the understanding of Fundamental British Values and dealing with issues of religious intolerance, including individual on-line 'Prevent' training.
- PSHEC lessons are delivered to students, related to this topic.
- Provision has been made for Muslim students who wish to pray.
- Opt out is available for students not wishing to take part in collective worship or to opt out of RS lessons.
- We have links with local and regional places of worship and with local churches.
- Internal data for students shows that 25% register with no religion; 47% register as Christian; 4% as 'other religion', 2% Muslim, 1% Hindu, 1% Sikh, 0.6% Buddhist, 0.2% Catholic. The remaining have not commented.
- An on-line system supports a more effective recording and monitoring process for any incidents that may occur.
- SMSC is embedded into Teaching and Learning.

In relation to **SEXUAL ORIENTATION :**

- Schemes of Work exist in PSHEC, Humanities, English and Drama.
- Staff trained in dealing with discrimination and homophobia.
- The on-line reporting system will support data gathered in the event of any incident
- The school does not hold data on sexual orientation either for staff or students.

Date: September 2017

To be reviewed: Biennially

Next review date: September 2019

SOUTHFIELD SCHOOL

2. SUMMARY OF HOW WE CURRENTLY ENGAGE WITH PROTECTED GROUPS

In relation to RACE, our self-evaluation tells us that the following take place:

- Many trips are organised to take students abroad in order to raise cultural awareness
- Images used in resources are displayed around the school to develop cultural awareness
- Auschwitz trip arranged to provide opportunities to experience other significant cultural events
- There is a strong focus on diversity in Humanities through Year 7
- Charity days and events support wider engagement
- Global citizenship and cultural awareness work also offers a broader perspective
- Students understand there are others with different beliefs and feel everyone is supported and accepted.
- The school supports international fundraising campaigns, such as clothing donations.

In relation to DISABILITY:

- Staff are encouraged to identify any specific needs they have in this respect eg back problems, mobility issues and these are addressed in appropriate ways such as the purchase of specialist equipment/reserved disabled parking
- Provision is made for students who require medication or access to toilet facilities.
- Risk assessments are put in place on a needs basis.

In relation to GENDER our self-evaluation tells us:

- Staff encourage both genders in the 6th Form to participate in lessons, clubs and other activities.

In relation to GENDER REASSIGNMENT our self-evaluation tells us:

- We have on-going evaluation of needs where applicable.

In relation to AGE our self-evaluation tells us that:

- The workforce is less than 150 but there is no age barrier as the age profile is wide for both men and women. Currently there are staff working beyond the age of 60, with 35% of staff over the age of 50.

In relation to PREGNANCY AND MATERNITY our self-evaluation tells us:

- We support students and parents internally and through referral to outside agencies as required
- Students with young children can return to the school to complete their education
- Alternative provision can be made available if return to school is not appropriate

In relation to RELIGION AND BELIEF our self-evaluation tells us:

Opportunities are offered to students to experience the beliefs and religions of other cultures Schemes of work, policy and practice ensures that students are aware and understand how to integrate and behave appropriately with different cultures.

Date: September 2017	To be reviewed: Biennially	Next review date: September 2019
Page 4 of 5		

SOUTHFIELD SCHOOL

In relation to **SEXUAL ORIENTATION** our self-evaluation tells us:

- Staff and students are supported when experiencing issues arising from sexual orientation
- Support is available when students wish to tell their parents
- Signposting to external agencies is made when required.

3. SUMMARY OF OUR EQUALITY ANALYSIS

In relation to RACE, our judgement remains that the school is very effective in promoting a very positive approach. Students are provided many opportunities to explore and learn about other cultures. The school reports monthly to the Local Authority on incidents of prejudice. In relation to DISABILITY, our judgement is that the school facilities available are adequate for the current school population but the school was built without the disabled in mind and there are weaknesses. The school endeavours to ensure that disabled visitors or students are not disadvantaged. Every effort is made to encourage people to declare a disability in order to offer appropriate support and this is done sensitively and confidentially.

In relation to GENDER our judgement is that the school offers a wide range of activities for girls and for both genders in the 6th form.

In relation to GENDER REASSIGNMENT, we have sought professional advice in dealing with a situation that has been new to us and we have built a good relationship with the individual concerned in order to provide on-going support.

In relation to AGE our judgement is that everyone is treated fairly, consistently and equally.

In relation to PREGNANCY AND MATERNITY our judgement is that the school offers very good support and signposting to students and their families, when dealing with pregnancy, maternity, paternity and related issues. The school can ask those staff who have been through a pregnancy recently to review the support and care they have received from the school as their employers.

In relation to RELIGION AND BELIEF our judgement is that the school is very effective in promoting equality and raising awareness amongst staff and students.

In relation to SEXUAL ORIENTATION our judgement is that school promotes awareness and understanding effectively to tackle any issues that might arise.

Date: September 2017	To be reviewed: Biennially	Next review date: September 2019
Page 5 of 5		