



Prudhoe Community High School Equality Objectives

Rationale

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). For schools, this means that it is unlawful to discriminate against 'protected characteristics' identified as gender; race; age; disability; religion or belief; gender reassignment; sexual orientation; pregnancy or maternity.

Prudhoe Community High School is committed to ensuring equality of opportunity for all members of our school community.

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

- 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

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
- [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
- [Public Sector Equality Duty Guidance for Schools in England](#)
- [Coronavirus PSED Reporting obligations](#)
- [Northumberland County Council Equality Objectives 2021-25](#)

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.

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, pupils and parents
- 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 governor is Sue Tiplady. 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.

Eliminating discrimination

- The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.
- Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.
- 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 as part of their induction, and all staff receive refresher training every September
- 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.

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. pupils 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 pupils 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 pupils

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 tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, tutorial programme and Personal Cultural Studies (PCS), but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils 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 pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents 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

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 pupils with disabilities
 - Has equivalent facilities for boys and girls

Equality objectives

PCHS Objectives

1. Development of safe and respectful relationships

School Actions:

- Personal and Cultural Studies (PCS) Programme sessions within the RSE framework focus on relationships.
- Tutorial sessions that cover current affairs and HALs briefings to enforce these relationships
- School learning behaviours of respect, interaction, curiosity, reflection and resilience used to develop safe and respectful relationships
- Student voice with a focus on being safe in school
- Enforcement of school policies where appropriate
- Annual safeguarding briefing as part of Y12 and Y13 induction
- Safeguarding assemblies for all year groups

2. Development of students confidence, social skills and learning which have been impacted by the pandemic

School Actions:

- On-going use of GoogleClassroom to support remote learning.
 - Review of the curriculum to support retrieval and recovery of learning
 - Development of extra-curricular activities (as and when restrictions allow)
 - Intervention structure in place to support students in examination year groups
 - Tutoring structure in place targeted at identified students
 - Use of external agencies where appropriate to develop these characteristics e.g. NECOP and NUFC foundation
3. A focus and commitment to the development of mental health and wellbeing amongst the school community

School Actions:

- Mental Health training for pastoral staff with a Mental Health Lead in place (Mrs Boddy)
 - School Counsellor taking referrals (1 day per week)
 - The school seeks external support via referrals as and when needed
 - HAL weekly bulletins provide signposting for students mental health
 - PCS curriculum provides students with an understanding of mental health and wellbeing and ways to improve and look after yourself
 - Staff well-being group is working towards the Well-being Charter
4. Challenging stigma and discrimination

School Actions:

- PCS and tutorial sessions focus on discrimination
 - The school continues to be an inclusive environment
 - Equality and diversity ambassador group within school
5. Articulating and experiencing fundamental British values

School Actions:

- PCS and tutorial sessions focus on British values
 - Academic curriculum enforces British values such as the History curriculum
6. Developing active bystander interventions (staff and pupil)

School Action:

- PCHS has adopted the SCAR approach (Stop, Challenge, Address, Record) towards sexual harrasment
 - Staff training and student tutorial programme focus
 - Pastoral team support students
 - School behaviour systems
7. Gender norms and sexual harassment (in response to the 2021 Ofsted report into Sexual Harassment and abuse in schools and colleges)

School Actions

- In class assembly focus on Sarah Everaud case to support safety
- Student voice undertaken to review sexual harrasment in school with subsequent actions including 'It's not just banter' assemblies for students
- Equality and Diversity Group in school (meeting each term) with actions to support diversity across the school community.

- School behaviour policy includes an appendix on how we manage sexual harrassment cases within school
- PCS curriculum

Links with other policies

This document links to the following policies:

- Accessibility plan
- Behaviour policy
- SEND information report

What	Who	When
To be reviewed	SLT	September 2023