



SOUTHEND HIGH SCHOOL FOR BOYS

Equality Objectives Statement

Southend High School for Boys is committed to the principles of equality enshrined in the Equalities Act 2010 and is fully resolved to honour and exceed the duties that are implicit, both as a public sector organisation and more significantly, as a community committed to embodying the values that we would want our pupils to learn.

Governors, school leaders, staff, students and parents are all expected to give *due regard* to sustaining and promoting equality within our community with reference to: gender (including gender reassignment), sexual orientation, disability, ethnicity and religion, and pregnancy (maternity, paternity and adoption rights). This list is not exhaustive but reflects those aspects of equality that are most relevant. Governors and school leaders understand that the obligation is to make *reasonable adjustments* to address any perceived or real inequality, but in doing so, are expected to *use proportionate means to achieve a legitimate aim*.

(*The Equality Act 2010 and Schools, DfE May 2014*)

Specific Equality Objectives (July 2023)

- to ensure the smooth integration of pupils in the Autism Resource Base into the school community;
- to continue to promote the school and recruit pupils from diverse backgrounds (at least as varied as the local community);
- to ensure the smooth integration of all disabled/SEND/neurodiverse pupils into the school community;
- to reflect the diversity of local and pupil populations in the composition and promotion of the staff;
- to continue to ensure that the 2020 Vision is real for all members of the community regarding access, opportunities and ambitions and that pupils feel able to identify with it.

Compliance

The following measures ensure compliance with our equality duties:

- providing Governors with termly monitoring data on the composition of the pupil body by ethnicity and special needs;
- recording and reporting relevant personnel information;
- incorporating an annual report on educational outcomes with respect to gender, ethnicity, SEN and EAL;
- reviewing all new policy initiatives and school developments with reference to the attached principles (using the framework tool, as appropriate).

Principle 1: All learners are of equal value

All learners and potential learners are of equal value and should benefit from policies, practices and programmes:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation and faith, national origin or national status
- whichever their gender.

Principle 2: Relevant differences should be recognised

Treating people equally can mean treating them differently. Policies, practices and programmes must not discriminate, but may be differentiated to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of racism are recognised
- gender, so that the different needs and experiences of boys and girls, women and men are recognised.

Principle 3: Workforce development

Policies and programmes should benefit all members of the workforce, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation and faith, national origin or national status
- whichever their gender.

Principle 4: Positive attitudes and relationships should be fostered

Policies and programmes should promote:

- positive attitudes towards disabled people, and good relations between disabled and non-disabled people
- positive interaction and good relations between groups and communities different from each other in terms of ethnicity, culture, religious affiliation and faith, and national origin or national status
- mutual respect and good relations between boys and girls, women and men.

Principle 5: Society as a whole should benefit

Policies and programmes should benefit society as a whole, both locally and nationally, by fostering greater cohesion, and greater participation in public life of:

- disabled people
- people of a wide range of ethnic, cultural and religious backgrounds
- women as well as men.

Principle 6: Current inequalities and barriers should be addressed and reduced

In addition to avoiding or minimising possible negative impacts, policies and programmes should take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- boys and girls, women and men.

Principle 7: Policy development should involve widespread consultation and involvement

People affected by a policy or programme should be consulted and involved in the design of new policies, and the review of existing ones. Such consultation should be both direct and through representative organisations, and should be based on principles of transparency and accountability. Further, it should involve those who in the past have been excluded or disadvantaged, and who continue to face barriers:

- disabled people
- people of minority ethnic, cultural and religious backgrounds
- women as well as men.

Impact Assessments - this template tool is illustrative and can be adopted as required.

| <i>Key topics</i> | <i>Disability</i> | <i>Ethnicity (inc religion)</i> | <i>Gender (inc sexual orientation)</i> |
|--|---|--|---|
| <i>1. Outcomes for learners</i> | Does this policy benefit all learners and potential learners, whether or not they are disabled? Or are disabled learners excluded, disadvantaged or marginalised? | Does this policy benefit all learners and potential learners, whatever their ethnic, cultural or religious background? Or are people from certain backgrounds losing out? | Does this policy benefit all learners and potential learners, whichever their gender? Or are outcomes different for females and males, with some being disadvantaged? |
| <i>2. Recognising relevant differences</i> | Is due account made of the specific needs and experiences of disabled people? Or is a 'one size fits all' approach adopted? | Is due account made of different cultural backgrounds? Or is a 'one size fits all' approach adopted? | Is due account made of women's and men's differing experiences? Or is a 'one size fits all' approach adopted? |
| <i>3. Benefits for the workforce</i> | Do all members and potential members of the workforce benefit, whether or not they are disabled? Or are reasonable adjustments for disabled staff not made? | Do all members and potential members of the workforce benefit, whatever their ethnic, cultural or religious background? Or are some excluded? | Do all members and potential members of the workforce benefit, whichever their gender? Or are there differential impacts, both positive and negative? |
| <i>4. Attitudes, relationships and cohesion</i> | Does this policy promote positive attitudes towards disabled people, and good relations between disabled and non-disabled people? Or is there negativity and little mutual contact? | Does this policy promote positive interaction and good relations between different groups and communities? Or are there tensions and negative attitudes? | Does this policy promote good relations between women and men? Or are there tensions and negative attitudes? |
| <i>5. Benefits for society</i> | Does this policy benefit society as a whole by encouraging participation in public life of all citizens, whether or not they are disabled? Or are disabled people excluded or marginalised? | Does this policy benefit society as a whole by encouraging participation in public life of citizens from a wide range of backgrounds? Or are certain communities excluded or marginalised? | Does this policy benefit society as a whole by encouraging participation in public life of women as well as men? Or are women excluded or marginalised? |
| <i>6. Positive impact on equality</i> | Does this policy help to reduce and remove inequalities between disabled and non-disabled people that currently exist? Or does inequality for disabled people continue? | Does this policy help to reduce and remove inequalities and poor relations between different communities that currently exist? Or do barriers and inequalities continue? | Does this policy help to reduce and remove inequalities between women and men that currently exist? Or do gender inequalities continue? |
| <i>7. Consultation, involvement and accountability</i> | Is this policy based on involvement of and consultation with disabled people? Or are the views and experiences of disabled people not sought or not heeded? | Is this policy based on involvement of and consultation with people from a range of backgrounds? Or are certain views and experiences not sought or not heeded? | Is this policy based on involvement of and consultation with both women and men? Or are the views and experiences of women or men not sought or heeded? |