



Equality Policy

Date of original policy	February 2018 (this was a separate policy)
Date of review	February 2020
Date approved by Executive Headteacher	
Date Approved by Management Committee	
Signature of Chair of Management Committee	
Date of next review	February 2024

Note: the PRU operates with a Management Committee as its governing body. For all references to Governing Body and Governors in this document the duties and responsibilities will be carried out by the PRU Management Committee and its members.

1 Introduction and context

1.1 School values

Central Hub Brighton seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequalities, resolve conflicts peacefully and work and learn free from harassment and violence. We want all who attend our school to develop a positive sense of belonging and their own identity.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same. We believe we all have equal rights, but may have different needs.

We believe that effective equality practice will contribute to raising aspirations and achievement, keeping children safe from bullying and prejudice and from the dangers of radicalisation and extremism. We actively promote respect between groups of children and young people and prepare them to live and work in a diverse world.

Please also see the following TCH policies/documents:

- Equalities Information and Objectives
- School Development Plan
- Behaviour Policy
- Curriculum Booklet
- SEN Policy
- Accessibility Plan
- PSE Policy

1.2 Our school within the wider context

As a school we are committed to having knowledge of our school community and frequently analyse data which provides evidence of the backgrounds of the members of our school community and the attainment and wellbeing of our pupils and groups of pupils. We use this data to plan improvements that will benefit our school community.

As our numbers for contextual data are so small, we do not publish these so as not to identify individuals. However, this is available via the school census and bullying data, exam analysis and attendance analysis.

School Profile (January 2018)

- Cohort of 135 students
- 50% of children in receipt of Free School Meals (FSM)

- All students are registered either SEN Support or in receipt of an EHC Plan
- We have a number of students, across several year groups, who are gender fluid or are in the process of transitioning.
- Children with physical disabilities have appropriate provision (please see accessibility provision; regularly reviewed).
- The school staff is comprised of a varied range of people, reflecting the diverse nature of Brighton and Hove.

1.3 Overall aims of our Equality Policy

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities where everyone feels a sense of belonging. We welcome our equality duties as set out in the Equality Act 2010 and seek to involve the whole school community in order to ensure better outcomes for all. We work to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- 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.

We recognise that it is unlawful to discriminate against a pupil, prospective pupil or a member of staff by treating them less favourably if they have protected characteristics:

- age (staff only)
- sex
- race
- disability (physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities)
- religion or belief or no belief
- sexual orientation
- gender reassignment
- pregnancy or maternity
- marriage or civil partnership (staff only).

We have produced an access plan in which addresses our statutory duties to:

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled pupils.

2 Our approach

2.1 Introduction – Equality Objectives

Objective One:

To put robust systems of recording and challenge in place around prejudice-based language with the aim of reducing such language especially with regard to sexist and disablist language.

Steps to achieve this:

- All staff secure in what prejudice based language is and able to communicate this to students
- All staff confident in challenging this language
- All staff using SIMS to record incidents
- Any incidents are followed up in appropriate way as in Behaviour or Anti Bullying Policy

1. Advancing equality of opportunity between people who share a protected characteristic and people who do not share it

Due to very small numbers and the nature of our setting, raw attainment data and comparisons with other schools are not always appropriate. However, we identify possible issues which may affect our pupils e.g. abuse in relationships, prejudice towards travellers and homophobic bullying, and use local and national information to help us understand how to best support our students and put measures in place to address issues.

Objective Two:

To raise aspirations for all and particularly focus on removing barriers to access and participation in further and higher education experienced by female students

We are working hard to remove barriers to access and participation and strive to put steps in place to achieve this e.g. links with colleges and universities

Steps to achieve this:

- Build opportunities for learning more about career opportunities and high aspirations into PSE and mentoring sessions challenging social and gender stereotypes – e.g. ‘speed dating’ and Young Women’s Group events - ongoing
- Conduct survey before/after sessions to see if views change
- Set up links with local universities to promote to all students and especially those with no family history of attending university – this is continuing
- Help students have high aspirations for their lives and see different viewpoints and possibilities using a cross curricula approach.

2. Fostering good relations across all characteristics – between people who share a protected characteristic and people who do not share it

We use different themes to promote and foster this e.g., Paralympics, Jeans for Genes, Black History Month, Human Rights week, Fair Trade Week, International Women's Week, Science and Engineering Week.

The themes are sometimes developed in PSE or other related curriculum sessions. We want students to respect themselves and others. This is also built into our Code of Conduct.

We have good and developing links with a number of agencies and support services across the City including Allsorts, Triple P, the universities, and the CDP Federation.

We value diversity and this is shown in our curriculum plans and displays around the school. This is something we will continue to develop.

We offer infill on commissioned courses to our local complex needs school, and pupils meet a wider student population through college courses.

We aim to resolve conflicts between students peacefully and would advocate Restorative Justice where possible.

Objective 3:

To promote shared values, awareness of human rights and how to apply and defend them

Steps to achieve this:

- Use Human Rights week as stimulus for this
- Refer back to these rights on a regular basis in all curriculum areas
- To establish a sense of responsibility to go alongside rights – get students to take the initiative
- Invite outside speaker to speak to students
- Do surveys to establish student views and show that they see the importance of defending the rights of others as well as their own
- Use displays to stimulate discussion on this so that shared vision of equality develops

As well as the specific equality objectives above, Central Hub Brighton takes a whole school approach to equality, community cohesion and spiritual, moral, social and cultural development. We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life. We actively seek out opportunities in and outside of the curriculum to embrace the following key concepts:

- Shared humanity. Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality
- Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better
- Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- Social cohesion within our school and within our local community
- Excellence. We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere
- Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities
- Fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society.

2.2 Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. We also aim to support their spiritual, moral, social and cultural development. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by the protected characteristics (where possible) and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of the protected characteristics, without stereotyping;
- promote acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain;
- Provide opportunities for pupils to appreciate their own identity and culture and celebrate the diversity within our school community, the local context and wider;
- Seek to involve all parents/carers in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

2.3 Support for pupils / students

2.3a Reasonable Adjustments and Auxiliary Aids

We have a duty to provide reasonable adjustments for disabled pupils and this includes a duty to provide auxiliary aids and services for disabled pupils. We will also consider potential adjustments which may be needed for disabled pupils generally as it is likely to anticipate for pupils in the future.

2.3b Pastoral Support

All of our students have personalised timetables which may include mentoring and enrichment. These are decided upon due to individual need. Where a student may need additional support, we take a multi-agency approach which may include religious leaders, small group work or individual work with Black and Minority Ethnic Young People's Project, WiSE project etc.

Each student has a key worker who they can talk to or they can refer them to external services e.g. BMEYP, Allsorts. The learning mentor is the key person who is the 'safe' member of staff or ally for lesbian, gay, bisexual or transgender students.

2.4 Admissions

Our admissions arrangements are fair and transparent, and do not discriminate on any of the protected characteristics. Students are referred to us via their schools or the Local Authority.

2.5 Exclusions

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions including by groups of pupils to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

2.6 Religious observance

We respect the religious beliefs and practice of all staff, pupils/students and parents/carers, and comply with reasonable requests relating to religious observance and practice.

2.6b Additional areas of practice

Spiritual Moral Social and Cultural Development

This is a cross curricular responsibility. Each teacher produces medium term plans and one aspect of this is considering SMSC.

In addition, we have a 'Theme of the Week' which covers many aspects of SMSC. This varies slightly each year but covers topics such as:

Black History Month
Jeans for Genes
Anti-Slavery
Remembrance Day
Body Image
World AIDS Day
Human Rights
Martin Luther King Day
LGBT History
Fair Trade
ASC Awareness Week
Vegan Awareness
Europe Day

Some groups use this theme as their stimulus for English FS and Maths, whilst others use it in passing. There is always a board with information on (in reception) and a photograph of this is put on the website. Various activities encourage participation and discussion.

2.7 Hiring out our premises

Our Equality Policy includes members of the management committee, and members of the public who use and find themselves on school premises as part of the business of the school.

If our premises are used by other organisations to run activities or provide services which are not connected with the school, then we are not responsible for the activities or services provided. However, we will do our best to ensure that groups contravening the school / college values and Equality policy will not be permitted to hire rooms or use our grounds.

3 Our Staff

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant (unless specific requirements are intrinsic to the role) until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure. (See the *Safer Recruitment Toolkit* for further guidance.)

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

Please see the Dignity and Respect at Work Policy and other related policies

We interpret our duties positively; and will make reasonable adjustments to avoid disadvantage and we will work hard to ensure a safe, positive and inclusive environment.

Our curriculum is fully inclusive and all students are given opportunities to attend visits. All students study catering and science, two subjects which have often previously been denied them due to SEMH issues.

We take a multi-agency approach to putting in help and support for students

Via the Human Resources service we have access to advice and guidance on equality matters relating to staff through the intranet, bulletins and advice given by HR professionals. Relevant policies are listed below:

Safer Recruitment Toolkit (includes equalities in employment issues in schools)

<http://wave.brighton-hove.gov.uk/supportingyou/equalities/StaffForums/Pages/default.aspx>

Schools Absence Management Procedure & Guidance (includes Fact sheets on Absence & Disability and Access to work; Q&As for Managers on Mental Health; Reasonable Adjustment Guidance for Headteachers)

<http://wave.brighton-hove.gov.uk/schools/HR/Pages/AbsenceManagementandOccupationalHealth.aspx>

Whistleblowing Policy

<https://wave4schools.brighton-hove.gov.uk/schools/Documents/HR%20for%20Schools/Model%20Whistleblowing%20Policyfor%20Schools%20-%202015.doc>

Wellbeing Framework (includes guidance on Work-Life Balance, Dignity & Respect at Work and Violence at Work/Incidence reporting)

<https://wave4schools.brighton-hove.gov.uk/schools/HealthSafety/Pages/WellbeingatWork.aspx>

Access to general information on impact on staff of the Equality Act (including the Guaranteed Interview Scheme for Disabled Applicants)

<https://wave4schools.brighton-hove.gov.uk/supportingyou/HR/ManagingTeams/Recruitmentandinduction/Pages/Equalitiesanddiversity.aspx>

Access to main council equality advice through the Wave Intranet –

<https://wave4schools.brighton-hove.gov.uk/supportingyou/Equalities/Pages/default.aspx>

Our staff team have undertaken training to help them understand their equality duties/and or the differing needs of protected groups within our school community. We have mechanisms in place to identify areas for development.

4 The roles and responsibilities within our school community

All who work in the school have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

Our Headteacher will:

- ensure that staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and informed about the Equality Policy
- oversee the effective implementation of the policy
- ensure staff have access to training which helps to implement the policy
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the policy and report to the management committee at least annually on the effectiveness of the policy and publish this information
- ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it
- Take appropriate action in cases of harassment and discrimination
- In partnership with governors deal with breaches of this policy

Our management committee will:

- designate a governor with specific responsibility for the Equality Policy
- ensure that the objectives arising from the policy are part of the School Improvement Plan (SIP)
- support the Headteacher in implementing any actions necessary
- engage with parents and partner agencies about the policy
- evaluate and review the policy annually and the objectives every 4 years

Our Senior Leadership Team will:

- have responsibility for supporting other staff in implementing this Policy
- provide a lead in the dissemination of information relating to 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 SIP

Our pupils/students will:

- be involved in the development of the Policy and will understand how it relates to them, appropriate to age and ability
- be expected to act in accordance with the Policy
- be encouraged to actively support the Policy

Our parents/carers will:

- be given accessible opportunities to become involved in the development of the Policy
- have access to the Policy through a range of different media appropriate to their requirements
- be encouraged to actively support the Policy
- be encouraged to attend any relevant meetings and activities related to the Policy
- be informed of any incident related to this Policy which could directly affect their child

Our school staff will:

- be involved in the development of the Policy
- be fully aware of the Equality Policy and how it relates to them
- understand that this is a whole school issue and support the Equality Policy
- model good practice by recognising and challenging prejudice and stereotyping
- promote equality and avoid discrimination against anyone for reasons of ethnic or national origins, language, culture, religion or belief, disability, gender, sexual orientation or social class.
- respond to and report any equality related bullying and incidents in line with school policy
- make known any queries or training requirements

Relevant voluntary or community groups and partner agencies will:

- Be involved in the development of the Policy
- Be encouraged to support the Policy
- Be encouraged to attend any relevant meetings and activities related to the Policy

5 Responding to harassment, victimisation and bullying

Please also see the Dignity and Respect at Work Policy.

5.1 Definitions

We recognise that hate incidents and prejudice-based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, transphobia, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

Our Anti-Bullying Policy defines bullying in the following way:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via social media or the internet) and usually involves an imbalance of power. It can involve verbal taunts, name calling, physical

injury, and damage to property, rumour spreading, shunning or ridicule and is often motivated by prejudice against particular groups, for example on grounds of ethnicity, religion, belief, gender or gender identity, sexual orientation or disability, or because a child is in care, has caring responsibilities or mental health issues. It might be motivated by actual differences, perceived differences or as a result of association with someone else.

Adapted from; *Preventing and Tackling Bullying* Advice for Head Teachers, Staff and Governing Bodies, DfE, 2011

We define 'Prejudice related / hate incidents' in the following way:

This is a one-off incident which is perceived by the victim or any other person, to be motivated by hostility, prejudice or ignorance, based on a person's perceived or actual ethnicity, gender, disability, religion, beliefs, sexual orientation or gender identity or their association with someone from one of these groups. These can also include indirect prejudice driven behaviour that is not targeted at one individual. The impact of this expression of prejudice against an equality group whether intentional or not can be damaging and must therefore be responded to as a prejudice related incident. In some settings prejudice-based incidents are referred to as Hate Incidents.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our school ethos and curriculum, we want our pupils/students to understand better the diversity that exists in society. We want to provide opportunities for them to explore and understand the complexities of equality issues. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We are aware of the types of discriminatory incidents that can occur including:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender or gender identity, religion or belief;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic, transphobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender, gender identity or sexual orientation, religion or belief;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability gender identity or sexual orientation, religion or belief.

We will record hate incidents and prejudice based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

Whenever an incident or bullying occurs we will risk assess the target or victim using these four questions.

- Is the victim safe? (if not, consider immediate response)
- Is the victim vulnerable or especially upset?
- Has the victim experienced this prejudice-based incident or prejudice-based bullying before?
- Has the reported incident(s) had an impact on the wellbeing of the victim? Or on a group of individuals such as a family?

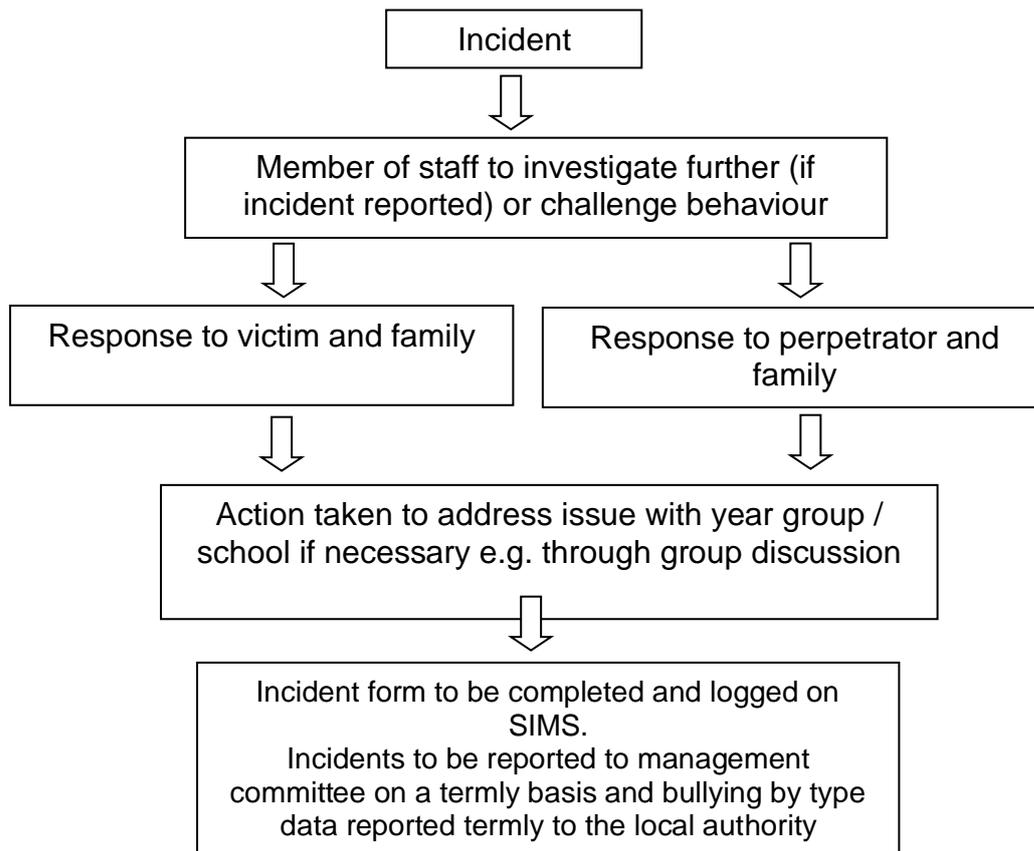
If the victim or target answers yes to any of the four questions then we will offer the victim or victim's family the option of a referral to the Police or Community Safety Casework Team who will then offer a full Hate and Anti-Social Behaviour Risk assessment and if necessary coordinate a multi-agency response taking into account the victim's wishes. The Community Safety Casework Team can be contacted by calling 01273 292735 or by e-mail at communitysafety.casework@brighton-hove.gov.uk

We will also refer community members experiencing hate incidents in their community to this service.

5.2 Reporting, recording and responding to prejudice based bullying and incidents

See also our Anti Bullying Policy

Flow chart shows how we usually respond to prejudice based bullying/incident:



6 Commissioned services (buying in services)

Increasingly we are directly responsible for the purchase of goods and services. We work closely with the local authority on procurement – buying in services - to ensure that equality issues are given full regard. When buying goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed procurement affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?
- If so, is there a need to include some equality requirement within the contract and what would this be?

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any sub-contractors.

7 Involving the school community in the development of our Equality practice

The development of this policy and of our equality objectives involves the whole school community. We endeavour to involve and listen to a wide range of individuals and groups.

- Our pupils/students

This is mostly done via PSHCE lessons and key worker sessions. We are developing the role of students council and would hope to include this in future.

- Our staff

This will be discussed at a staff meeting annually. Any training highlighted will be researched and put into place.

- Our management committee

This should be a standing item on the agenda and discussed in more depth at least every three years

- Parents/carers

This policy is made available on the website and parents/carers are made aware of this at parents' evenings

- Minority, marginalised and potentially vulnerable groups

Staff are available to meet with any individual who would like additional support accessing any document and/or we will ensure that all members of the community are enabled to participate fully in meetings etc e.g. interpreters available, large print documents, a reading 'buddy'.

- Our partners in the community

We do this on an ad hoc basis. All groups from the community are welcomed at our charity events e.g. McMillan Coffee Morning

8 How we identify our equality objectives

In line with our statutory duties we publish annually equality information and publish and report on equality objectives. We have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty.

Our equality objective-setting process has involved gathering evidence as follows:

- i. from equality impact assessments (or other process for reviewing the potential impact on decisions made in schools)

ii. from the following data

Safe and Well at School Data
IDACI data
Information from referring schools
School Census data

iii. and from involving relevant people (including disabled people) as described in section 7.

In addition, we know our school well because we regularly collect information about ourselves in a variety of ways and other people help us to do this. OfSTED inspectors visit us regularly and report on equality issues during our inspection. We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, faith, disability and gender.

We also value more qualitative information which may be given to us through pupil/learner voice mechanisms, less formally or even anonymously.

In Brighton & Hove there are a range of services which support the equality agenda and help us to identify our strengths and those areas requiring action.

We have established good links with our local and our wider community. We welcome them into our school. From them, we learn about equality issues outside school and can establish mechanisms for addressing them within school.

By listening to those within our community and to our partners, we are able to identify new areas of work, improve existing approaches and focus our energy where it is required.

9 Implementation, monitoring and reviewing

This policy was published on 21st February 2018. It will be actively promoted and disseminated after the school community have completed their feedback.

It will be on the school website, available at parents/carers evenings, and discussed in PSHCE.

Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our management committee who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.