

Equality and Diversity Policy

Central Hub Brighton

The Connected Hub and Brighton and Hove Pupil Referral Units

Approved by:

Date: January 2023

Last reviewed on:

November 2022

Next review due by:

November 2024

Note: Central Hub Brighton 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 CHB Management Committee and its members.

CHB Equality and Diversity policy

"If I am not for myself, who will be for me?

But if I am only for myself, who am I?

If not now, when?" Hillel

1). Our vision

We all want to get it right, but we're all afraid of getting it wrong.

At CHB we have pledged to be active in the fight for equality and diversity. We strive to *be* better and believe that we can always *do* better for those around us and the students in our care. We do not simply work towards 'tolerance', which itself suggests passively 'putting up with' others. Instead we celebrate one another, recognising and delighting in one another's uniqueness without 'othering' people who have different backgrounds to our own, while seeking opportunities to relish in our differences and grow from our diversity.

Students and staff feel that their differences are held in high esteem and we create a culture in which we can learn about and from one another in a safe and supportive space, without fear of judgement or discrimination. CHB fosters an environment which is inclusive, not exclusive. We are continually mindful of the need to look out for our blind spots, our hidden unconscious bias and our ignorance, whilst kindly and generously educating others of theirs.

We are committed to building a school environment in which there is no space for or tolerance of racism, sexism, homophobia, transphobia, anti-Semitism, Islamophobia, ableism or any other kind of prejudice or discrimination. We are aware that prejudice is the child of ignorance and as such, while we immediately and firmly challenge language or actions which contravene our principles, we are cognisant that the best way to tackle prejudice is through education and the shared building of knowledge and understanding. CHB operates under an awareness that we are all different, an acceptance that that's normal, and a commitment to the constant adaptation to meet everyone's needs that this necessitates.

We want all students, staff and visitors to our sites to feel welcome and to be able to see themselves represented in the fibre of our organisation. Our dedication to equality for all is enshrined within everything we do, and we are acutely aware that our role as educators places us in a fundamentally important position for helping our young people to develop the ideas and opinions which will lead to their building of a better world in the future. We treat all our students with an unconditional positive regard and strive to ensure that they are consistently treating one another in this manner as well.

At CHB we firmly believe that everyone should have access to equal opportunities and that it is our job to educate the students in our care in order to make this a reality, which we accomplish through consistent modelling, nurturing and practise. A whole school commitment to equality and diversity is fundamental to everything we do and we evidence this through a chorus of voices rather than the lone banging of a drum. We believe that equality may sometimes be a push or may sometimes be a fight but should always mean celebrating our connectedness. A commitment to equality is also a commitment to do the work, without asking others to do it for us; to speak up sometimes, to shut up and listen sometimes.

2). Our key principles

At CHB we are aware that avoidance is not a neutral strategy and as such our commitment to equality and diversity is enshrined in and evidenced by the actualising of the following key principles:

- *All members of the school community are made to feel safe and supported.*
- *Staff are comprehensively trained to tackle and challenge viewpoints which disrupt our commitment to equality for all.*
- *Students and staff feel represented both visibly and within the curriculum.*
- *Staff are aware of the barriers facing those from groups with protected characteristics and know how to support them to overcome these.*
- *Commitment to equality and diversity is overt, not covert.*
- *Staff are aware of and given the tools to actively combat unconscious bias.*

Through these key principles we are able to create a space without judgement, only acceptance of each other as individuals; a space in which we do not shy away from acknowledging our differences, which make us special, but support each other in sharing and exploring these in a safe and respectful environment. We relish the part we have to play in challenging stereotypes, deconstructing established prejudicial

belief systems and empowering our students to do the same. Staff recognise that a commitment to equality and diversity means a vow to push for these from the inside, understanding that this also means being committed to educating ourselves — and being able to hear when we are wrong.

Central Hub Brighton commits to being proactive in its promotion of equality and diversity; we collectively show our dedication to this shared responsibility when we educate ourselves in meeting the needs of others, by being sensitive and showing empathy in our aims, by making clear that we are solution focussed and are willing to adapt policies, procedures, resources and our physical environment, and by ensuring that we challenge all forms of prejudice and discrimination, without exception.

Across all of our sites we recognise the importance of not just saying but doing, of listening, believing and being hopeful. We celebrate the things that make us unique and diverse while also revelling in and recognising the shared human experiences that bring us all together. At CHB we actively seek to understand and support the needs of others so that barriers are not burdens to individuals, but a responsibility to be shared by all.

We believe that equality is an ever moving awareness, an action, and the consistent demonstrating of unconditional love.

3). Our key principles explored

"All members of the school community are made to feel safe and supported."

Key questions:

- What could potentially make staff and/or students feel unsafe?
- How should we respond if another member of our community threatens our safety?
- How can we best support each other?
- Why might students reject our support?
- What are the key elements that promote a feeling of safety and security?

Our classroom staff demonstrate this when they:

- Know our students well and are aware of potential triggers that could make them feel unsafe.

- Promote a culture of openness, respect and sensitivity within classrooms and the wider school community.
- Encourage students to ask difficult questions and challenge others in a respectful manner.
- Model supportive language and dialogue.
- Deal with issues and incidences quickly, with an appropriate consequence. These should then be used where possible as a learning experience for all, with time taken to explain why the belief system and/or language is not acceptable.
- Create opportunities for safe, judgement free conversations.
- Challenge students and fellow staff members to be reflective and mindful of others.

Our school leaders uphold this principle when they:

- Provide training for staff on how to manage difficult conversations and challenge racist or prejudicial behaviour and language.
- Have behaviour policies in place that clearly support staff to deal with challenging behaviour that may threaten the safety of those in our community, physically and emotionally.
- Create a culture of mutual respect and an environment that focusses on kindness and compassion at each setting.

“Staff are comprehensively trained to tackle and challenge viewpoints which disrupt our commitment to equality for all.”

Key questions:

- How can staff best educate themselves about prejudice and discrimination?
- How can CHB embed a culture of ‘best practice’ with regard to staff training and education?
- What can staff do to support each other in challenging discriminatory language and behaviour?

Our classroom staff demonstrate this when they:

- Support one another in having difficult conversations with students and when challenging prejudice.
- Model and mirror corrective, anti-discriminatory language and terms.
- Make use of available training resources (see appendix).
- Ask others' opinions and advice on how to approach topics sensitively and tackle discrimination appropriately.
- Reflect as a team on how we have approached and will approach challenging behaviours and difficult topics.
- Accept that it's ok to get things wrong, and focus on practise and continual learning.

Our school leaders uphold this principle when they:

- Provide high quality, meaningful, appropriate and regular training at a sustained level.
- Work with staff to make scripts to follow, setting time aside to discuss and practise these.
- Make space in the working week for staff to gain knowledge and equip themselves effectively to challenge students, and make this a meaningful and essential task for staff to complete.
- Make a database for resources which all staff can access and add to.
- Make funds available for high quality resources for each setting.
- Support staff who tackle hate speech and discrimination.

“Students and staff feel represented both visibly and within the curriculum.”

Key questions:

- How can we ensure that diversity is visibly represented across all sites?
- How can we ensure that diversity is visibly represented throughout the curriculum?
- How can we ensure that we are taking steps to create a diverse workforce?
- How can we ensure we are promoting vacancies to a diverse range of candidates?
- What other platforms can be used for recruitment?

Our classroom staff demonstrate this when they:

- Set time aside to regularly audit their subject curriculums, making sure that these are diverse and representative of the school community.
- Actively find ways that diversity can be promoted within each site; creating — through classroom displays, posters and signage — an environment that ensures the school community and visitors understand it is a safe and welcoming place to be.
- Audit current texts and resources used for each curriculum subject and see what changes can be made in order to create equal representation for all.
- Take opportunities to promote equality and diversity in an extra-curricular capacity, e.g. through trips, films shown in school or external organisations that come into schools to deliver workshops.
- Facilitate discussions with students about the lack of diversity in certain curriculum areas historically, allowing space to reflect on which groups have previously been excluded and how this can be rectified.

Our school leaders uphold this principle when they:

- Create an awareness of religious dates in the calendar which are diverse and reflective of the cultural make-up of the school community.
- Assess the recruitment processes for staff vacancies.

- Provide funding for trips and speakers that reflect, celebrate and promote diversity.
- Devote time in the academic calendar for the auditing of curriculums and the evaluation of these audits.
- Create an awareness of the ethnicities and cultures that make up the various cohorts at each site and make sure that these are represented in displays and within the curriculum.

“Staff are aware of the barriers facing those from groups with protected characteristics and know how to support them to overcome these.”

Key questions:

- How can staff ensure that they are educated about the barriers to learning that their students may be facing?
- Why might a student not find it easy to ask for support?
- How can staff ensure they are using education and the acquisition of knowledge as restorative tools?

Our classroom staff demonstrate this when they:

- Know and understand the individual needs of the students in their care.
- Have equally high expectations for all.
- Provide a learning experience that enables all students to be the best they can be.
- Promote kindness, care and compassion.
- Facilitate a sense of community and belonging.

Our school leaders uphold this principle when they:

- Ensure that policies reflect our shared responsibility to provide high quality education for all of our students.
- Source opportunities for training that enables staff to support individuals within a diverse school community.

- Provide resources for and adaptations to the physical environment.
- Provide bespoke learning opportunities in order to help students overcome physical and emotional barriers to learning.

“Commitment to equality and diversity is overt, not covert.”

Key questions:

- How do we make explicit our commitment to equality and diversity across CHB?
- How do we ensure that any commitments are lasting and long term?
- What can be done to ensure that the diverse members of our school community feel represented across our sites?
- How do we challenge incidences of prejudice and discrimination while being mindful of the need to be educative rather than punitive?

Our classroom staff demonstrate this when they:

- In the event of a discriminatory incident, immediately signal to the injured party that this is being dealt with and contained.
- Acknowledge that it is our work to protect students from prejudicial abuse, not theirs.
- Enter into an ongoing dialogue with our students and their families to ensure that we are meeting their equality related needs.
- Challenge incidences of prejudice or discrimination on the spot.
- Make clear that there is no space for racism or prejudice in our school.
- Model kindness, compassion and empathy through learning and conversations.

Our school leaders uphold this principle when they:

- Train staff on equalities issues and provide guidance on equality-related issues.

- Annually audit CHB in order to make continued improvements with reference to both physical environment and diversity within the curriculum.
- Encourage staff to raise equality-related concerns with SLT, the Management committee and Governors.
- Develop relevant equality action plans from the annual audit and make these results available to all staff, parents and students.
- Establish systems to monitor the successful implementation of action plans and regularly monitor outcomes.

“Staff are aware of and given the tools to actively combat unconscious bias.”

Key questions:

- How can we better educate ourselves to understand unconscious bias?
- Are we able to recognise unconscious bias in ourselves, in others and around us?
- Can we understand the negative impacts of unconscious bias?

Our classroom staff demonstrate this when they:

- Understand the unconscious bias in the media consumed by us and our students — e.g. in social media, advertisements, TV and film — and support our students in understanding this.
- Recognise the negative impact of overt discrimination and explicit prejudicial language as well as bullying and ostracisation.
- Understand the impact of discriminatory, implicit, micro-aggressive behaviour and recognise this in ourselves as well as those around us.
- Actively find opportunities to engage our young people in discussions on diversity and sensitively challenge discriminatory belief systems.

Our school leaders uphold this principle when they:

- Make themselves aware that issues around discrimination and prejudice are highly emotive and sensitive; it is integral that staff and leadership are aware of the emotional and psychological impact this has on staff and students.
- To provide staff training on unconscious bias, in order to create awareness and a safe space for staff to think about and challenge their own unconscious bias.
- To create safe spaces where discussions can take place and where our young people can feel secure in voicing their opinions without fear of retaliation or harsh judgement.

Part 2: our statutory commitment to the members of, and visitors to, our school community.

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.

1). Our School Profile

- Cohort of 94 students across 4 key stages and 3 separate sites
- High yearly average of 65%+ 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.

The Equality Act 2010 (the Act) replaces previous separate equality legislation in Britain with a single, harmonised Act. The Act provides a modern and accessible framework of discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society.

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)

This policy has due regard to statutory legislation including, but not limited to the following:

- UN convention on the Rights of the Child
- UN convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Equality Act 2010 (Specific Duties) Regulations 2011

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

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.

Support for students

- 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. *Schools are expected to make reasonable adjustments under the Act to provide auxiliary aids and services for disabled pupils under the Act.*
- 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.

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.

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.

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.

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. Please see resources section for relevant policies.

4). Roles and responsibilities within our school community

The headteacher will:

1. Ensure that staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and informed about the Equality Policy.
2. Oversee the effective implementation of the policy.
3. Ensure staff have access to training which helps to implement the policy.
4. Develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available.
5. Monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information.
6. Ensure that the Senior Leadership Team is kept up to date with any development affecting the policy or actions arising from it.
7. Take appropriate action in cases of harassment and discrimination.
8. In partnership with governors, deal with breaches of this policy.

Governors will:

1. Designate a governor with specific responsibility for the Equality Policy.
2. Ensure that the objectives arising from the policy are part of the School Improvement Plan (SIP).
3. Support the headteacher in implementing any actions necessary.
4. Engage with parents and partner agencies about the policy.
5. Evaluate and review the policy annually and the objectives every 4 years.

The senior Leadership Team will:

1. Have responsibility for supporting other staff in implementing this Policy.
2. Provide a lead in the dissemination of information relating to the Policy.
3. With the headteacher, provide advice/support in dealing with any incidents/issues.
4. Assist in implementing reviews of this policy as detailed in the SIP.

Staff will:

1. Be involved in the development of the Policy.
2. Be fully aware of the Equality Policy and how it relates to them.

3. Understand that this is a whole school issue and support the Equality Policy.
4. Model good practice by recognising and challenging prejudice and stereotyping.
5. 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.
6. Respond to and report any equalities related bullying and incidents in line with school policy.
7. Make known any queries or training requirements.

Students will:

1. Be involved in the development of the Policy and will understand how it relates to them, appropriate to age and ability.
2. Be expected to act in accordance with the Policy.
3. Be encouraged to actively support the Policy.

Parents/carers will:

1. Be given accessible opportunities to become involved in the development of the Policy.
2. Have access to the Policy through a range of different media appropriate to their requirements.
3. Be encouraged to actively support the Policy.
4. Be encouraged to attend any relevant meetings and activities related to the Policy.
5. Be informed of any incident related to this Policy which could directly affect their child.

Relevant voluntary or community groups and partner agencies will:

1. Be involved in the development of the Policy.
2. Be encouraged to support the Policy.
3. 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.

Definitions

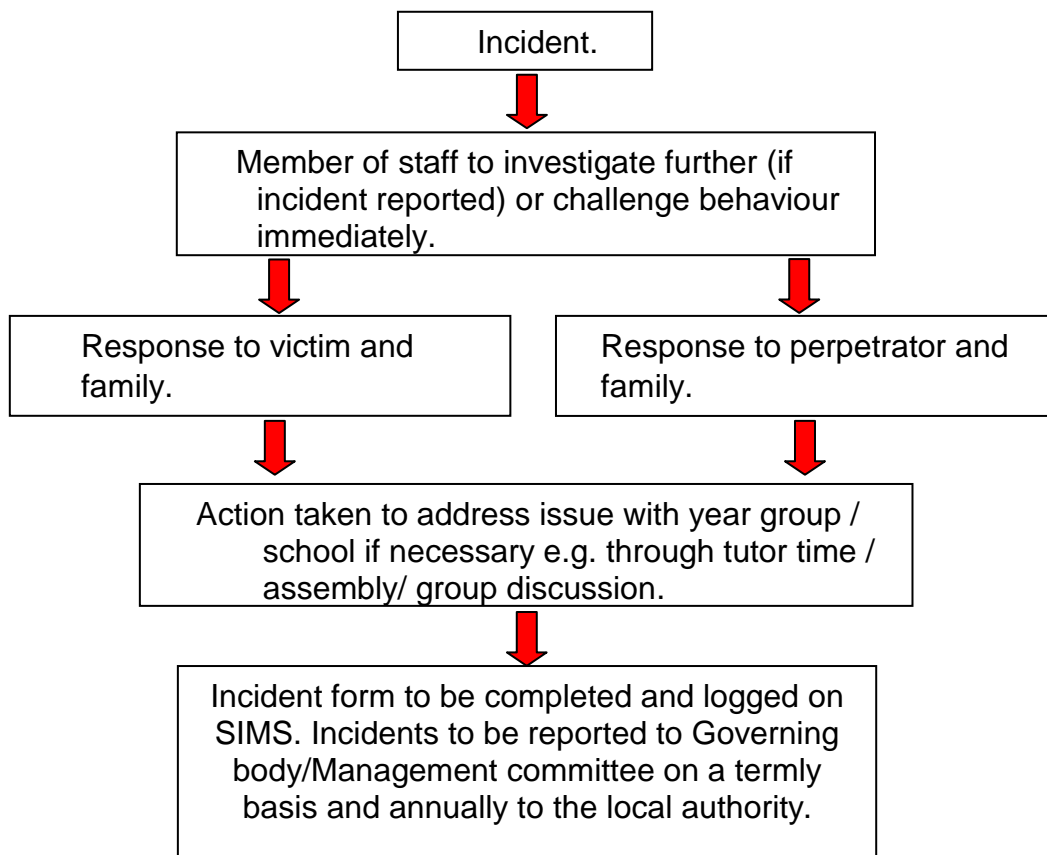
Reference Anti-Bullying Policy definitions for: *Bullying, Prejudice and Discrimination*.

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender or

- gender identity.
- 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.
- 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.

Reporting, recording and responding to incidents and Bullying



6). Implementation, monitoring and reviewing

- This policy was published on 21st February 2018 and amended in 2020 with a further review in November 2022. 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.
- This policy is monitored on an ongoing basis to evaluate its effectiveness and ensure appropriate steps can be taken to eliminate unlawful discrimination.
- This policy is reviewed on an annual basis to ensure the aims of the policy are carried out in accordance with the School's equality obligations.

Appendix

Resources toolkit

Relevant policies

1. Safer Recruitment Toolkit (includes equalities in employment issues in schools) [hove.gov.uk/schools/HR/Pages/SaferRecruitmentToolkitISAVBSInformation.aspx](https://wave4schools.brighton-hove.gov.uk/schools/HR/Pages/SaferRecruitmentToolkitISAVBSInformation.aspx)
2. 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) <https://wave4schools.brighton-hove.gov.uk/schools/HR/Pages/AbsenceManagementandOccupationalHealth.aspx>
3. Whistleblowing Policy (and other key employment policies) <https://wave4schools.brighton-hove.gov.uk/schools/HR/Pages/HRSignpostingforHeadteachers.aspx>
4. Wellbeing Framework (includes guidance on Work-Life Balance, Dignity & Respect at Work and Violence at Work/Incidence reporting)
5. <https://wave4schools.brighton-hove.gov.uk/schools/HealthSafety/Pages/WellbeingatWork.aspx>
6. Access to general information on impact on staff of the Equalities Act (including the Guaranteed Interview Scheme for Disabled Applicants) <https://wave4schools.brighton-hove.gov.uk/supportingyou/HR/ManagingTeams/Recruitmentandinduction/Pages/Equalitiesanddiversity.aspx>
7. Access to main council equalities advice through the Wave Intranet – <https://wave4schools.brighton-hove.gov.uk/supportingyou/Equalities/Pages/default.aspx>

Involving the school community in the development of our equalities 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 student 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. having 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

How we identify our equalities 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:

- From equality impact assessments (or other process for reviewing the potential impact on decisions made in schools).
- From the following data
 1. Safe and Well at School Data
 2. IDACI data
 3. Information from referring schools
 4. School Census data
- 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.

Commissioned 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 subcontractors.