



## Equalities Statement

The Public Sector Equality Duty 2011 has three aims under the general duty for settings:

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.

Our school has considered how well we currently achieve these aims with regard to the nine protected equality groups: race/disability/sex/gender reassignment/age/pregnancy and maternity/religion and belief/sexual orientation.

These guidelines incorporate issues concerning personnel management, as well as equality issues relating more specifically to children and parents/carers. It refers to all employees, including full-time, part-time, supply staff, trainees, governors, casual workers and volunteers as well as parents/carers and students.

### Guiding principles

In fulfilling the legal obligations cited above, we are guided by these key principles:

1. All learners are of equal value. We see all learners and potential learners, and their parents and carers, as of equal value:

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

2. We recognise and respect difference. Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:



- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging. We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between people with disabilities and those without, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

4. We follow good equalities practice in staff recruitment, retention and development and for those who work in a voluntary capacity. We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and retention, continuing professional development, promotion, conditions of service, discipline and termination of employment:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

5. We aim to reduce and remove inequalities and barriers that already exist. In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- people with disabilities and those without
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

6. We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:



- people with disabilities as well as those without
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- people of all sexual identities.

### **Protected Characteristics**

#### **In relation to RACE the evidence we hold tells us:**

- 87% of our students come from White British backgrounds, compared to 94% in 2022 – 2023. 11% come from a variety of ethnic backgrounds including Asian (Pakistani), Mixed White and Afro - Caribbean, Mixed White and Black African, Mixed White and Asian(2022 – 2023), 2% come from a White European background.
- Racist incident forms and procedures are in place; a total of 44 safeguarding concerns linked to racism or racist behaviour were recorded for the academic year 2022 – 2023, compared to 9 so far during the academic year 2023 – 2024.
- Observed behaviour in the school shows respect and tolerance towards people of all races amongst students, this is modelled by all adults.
- PSHE sessions involve discussions around difference and tolerance in our society, giving high profile and respect to different values and views within society. Through this we foster respect and interest in all students' racial background and celebrate diversity and difference worldwide.
- Our curriculum covers different races and cultures and due respect and interest is given to the cultures within the school.

#### **In relation to DISABILITY the evidence we hold tells us:**

- 2% of our students at NeneGate School have physical disabilities. Students with physical disabilities take part in class activities and effectively differentiated learning opportunities to allow them to succeed and progress in line with expectations from their starting points.
- The school has an effective inclusion and Special Educational Needs Policy.
- The school has an accessibility plan.

#### **In relation to SEX the evidence we have tells us:**

- 86% of our current students are male (2023 - 2024) compared to 95% in 2022 - 2023
- Male and female staff are employed at the school, adverts welcome applications from either sex.

#### **In relation to GENDER REASSIGNMENT the evidence we have tells us:**

- The recruitment policy has guidance on recruitment on grounds of ability to carry out the vacant post which the school follows.
- No data is recorded on gender reassignment in the school therefore the potential for victimisation is minimised.



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

- We give staff on maternity leave or who are pregnant the same rights as other staff and include them in relevant school information during leave.
- The school's policies include flexibility in staff absence in view of childcare and parenting emergencies.
- We support staff wishing to take paternity or adoption leave.

**In relation to AGE the evidence we have tells us:**

- Staff range in age from 17 to 67
- We follow our recruitment policy and Equality and Diversity policies.
- We use the EPM portal and local sources of advertising for posts.
- The school returns the relevant monitoring forms.

**In relation to RELIGION AND BELIEF the evidence we have tells us:**

- The school welcomes students and families of all religions equally.
- The school does not hold performance data on groups of religious nature.
- Through the PSHE programme and Core curriculum the school offers opportunities for students to discuss the diversity of beliefs, people's rights to their own beliefs, as well as encouraging students to reflect on their own and others' beliefs and reasons for their actions.
- All students and staff are given equal value independent of their personal belief or religion.
- Due regard is given to different religions' celebration days and events.
- Every effort is made to include awareness, tolerance and understanding of a wide range of religions in the curriculum as well as in assemblies.

**In relation to SEXUAL ORIENTATION the evidence we have tells us:**

- No data about the sexual orientation of staff or parents is collected in school, therefore there is no potential for victimisation.
- Correspondence is addressed to 'Parent/Carer of name of child' so that there is total equality of treatment of all family situations.
- Students are taught the differences between the sexes and that some people are of different sexual orientations than others and that is acceptable in our society.

**In relation to MARRIAGE AND CIVIL PARTNERSHIP the evidence we have tells us:**

- We have a range of different partnerships within the staff and all are respected for their own arrangements.
- Students are taught that there are different family units and differences are explained and celebrated within the PSHE schemes and in the wider curriculum.



**At NeneGate School we want to promote Equality and Diversity through our objectives:**

1. To further develop the understanding of staff, students, parents, and other members of the community regarding different races and customs and to foster good relations;
2. To raise staff awareness and understanding of LGBTQ+ rights and ensure that they are able to offer informed education and support; to ensure that all pupils understand and respect the individual rights and freedoms that people have to express their gender and sexual identity and to be in a loving relationship with a person of any or no gender and / or sexuality.;
3. To ensure that the school 'My Voyage' curriculum is used to promote equalities and that the education provision planned is adapted for the four different curriculum flows.

The school maintains good relations and consults with the trade unions, locally and regionally on matters of equality and diversity.

All students and staff receive appropriate training in the protected characteristics and how to raise a concern or make a complaint about discrimination.



NeneGate School Objectives and Action Plan January 2023 – January 2027					
Objective	Which protected group will this most influence?	How will we know we have achieved the objective	Lead and other key players	Actions and timescale	Annual red amber green rating
To further develop the understanding of staff, students, parents, and other members of the community regarding different races, cultures and customs and to foster good relations	Race, Religion and belief	<p>Pupils will be able to talk about race and culture using appropriate and respectful language.</p> <p>Pupils will be empowered to identify, challenge and report of prejudice or discrimination that they witness</p> <p>All staff will be confident to deliver aspects of the My Wellbeing curriculum that link to education on this</p> <p>Pupils will have been exposed to a range of different cultural experiences and will have conducted themselves in an appropriate social manner</p> <p>Parents are able to engage positively in wider opportunities to experience different cultures and customs.</p> <p>Pupils will have encountered positive role models who can discuss their own lived experience and encourage empathy and understanding</p>	<p>Lead: C Wilson</p> <p>Key players: K Odain (My Wellbeing Lead); J Love (DDSL); V Martin (Family Partnership Officer); V Bordacs (Topic Lead)</p>	<p>Plan, deliver and evaluate an additional PSHE module in KS3 and KS4 linked to culture and diversity and ensure that resources are appropriate for all pupils and staff are confident in delivering – June / July 2023</p> <p>Monitor incidents of discrimination and prejudice linked to race, religion and belief and use to measure impact of actions and also to address specific year groups, cohorts where targeted intervention is required – termly tracker and annual report to governors Sep 2024 / 2025 / 2026</p> <p>Deliver staff training on equality and diversity and ensure that all staff are able to challenge pupils effectively and with confidence. Training delivered by July 2024 with an annual refresher.</p> <p>Plan at least one cultural experience termly that supports pupils to engage with members of a different community. Track engagement and also adjust planning where monitoring of concerns identified a need for further education.</p> <p>Plan at least one event per academic</p>	



				<p>year in which parents are able to participate in developing cultural awareness.</p>	
<p>To raise staff awareness and understanding of LGBTQ+ rights and ensure that they are able to offer informed education and support; to ensure that all pupils understand and respect the individual rights and freedoms that people have to express their gender and sexual identity and to be in a loving relationship with a person of any or no gender and / or sexuality.</p>	<p>Marriage and Civil Partnership; Sex; Sexual Orientation; Gender Reassignment</p>	<p>Staff will feel confident in their understanding of key issues covered in LGBTQ+ education and would be confident to manage conversations in school, challenge discrimination and to support a child exploring their gender or sexuality.</p> <p>Pupils will be able to talk about gender and sexuality using appropriate and respectful language.</p> <p>Pupils will be empowered to identify, challenge and report of prejudice or discrimination that they witness</p> <p>Pupils will have encountered positive role models who can discuss their own lived experience and encourage empathy and understanding</p>	<p>Lead: C Wilson</p> <p>Key Players: K Odain (My Wellbeing lead); S Patten (Hub lead); S Parsons (AHT);</p>	<p>Review the primary My Wellbeing curriculum provision and ensure that planning reflects the needs of learners on different flows. By July 2024</p> <p>Implement and evaluate the impact of the revised curriculum (July 2025)</p> <p>Adapt the SMSC programme to prioritise this aspect of the curriculum, including external speakers and termly assemblies (by July 2025)</p> <p>Deliver staff training around LGBTQ+ issues and ensure that staff feel confident (by July 2024).</p> <p>Signpost Meridian Learning resources and include knowledge of equality and diversity in staff appraisal process where appropriate</p> <p>Review resources in school, including library and develop a plan to ensure that LGBTQ+ literature is available (by July 2026)</p> <p>Monitor impact of actions through termly and annual safeguarding updates and data tracking (from September 2025)</p> <p>Research and plan appropriate interventions for pupils who repeatedly engage in discriminatory conversations and make links with organisations that can support (from September 2025).</p>	



				<p>Adapt therapeutic relationships policy and consequences to ensure that homophobic language is consistently challenged by all staff and that consequences have impact. (first monitoring July 2026).</p> <p>Ensure that all staff are confident in using the behaviour policy and recording incidents of prejudice or discrimination.</p>	
<p>To ensure that the school 'My Voyage' curriculum is used to promote equalities and that the education provision planned is adapted for the four different curriculum flows.</p>		<p>All pupils access an age appropriate and suitably adapted My Wellbeing curriculum There is a consistent My Wellbeing curriculum across all pathways with adjustments to accommodate different stages of social and emotional development Pupils are able to demonstrate progress in their understanding of equality, diversity and protected characteristics and this is reflected in a reduced number of difficult behaviours linked to these Staff can confidently adapt resources and deliver. The Topic / History / Geography / RE and English curricula reflect the diversity found in society and create opportunities to develop pupil knowledge and understanding Pupils are able to feel confident in being themselves and feel that</p>	<p>Lead: C Wilson</p> <p>Key Players: K Odain (My wellbeing lead); SLT (curriculum line managers); V Martin (Family partnership Officer); J Leeman (LOTC)</p>	<p>Review the PSHE curriculum (Jigsaw) and ensure that it reflects the needs of NeneGate (by July 2024)</p> <p>Adapt all PSHE resources so they reflect the needs of learners on the four flows (by July 2025)</p> <p>Plan and implement a comprehensive three year cycle of assemblies and speakers linked to equality and diversity (by September 2024)</p> <p>Revise the content of the Topic/ History / Geography and RE curricula to ensure that quality and diversity is suitably reflected (by July 2024)</p> <p>Ensure that parents understand the aims of the curriculum and key content through opportunities to present information and through detailed information on the school website (revised website by summer 2024 and programme of curriculum presentations from September 2025).</p>	





		<p>their experiences are reflected in the school curriculum and they are accepted for who they are</p> <p>Pupils are able to respond positively and appropriately to people with a range of characteristics and accept difference in their school and wider community</p>		<p>Ensure that the LOTC programme reflects the importance of teaching children about equality and diversity.</p> <p>Use robust tracking data to inform curriculum planning and adaptation.</p> <p>Plan a sequence of interventions aimed at targeting pupils who need additional support to make pro-social choices when confronted with difference.</p>	
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## Summary of Progress Jan 2023 – Jan 2024

### Objective 1

- A module of work was added to the PSHE curriculum in June 2023, which involved all pupils studying an additional unit on diversity and protected characteristics.
- The number of racist incidents reported has fallen considerably since the work took place. In 2022 – 2023, 44 incidents of racism or racist behaviour were reported, compared to 9 so far during the academic year 2023 - 2024. In both years there was one incident of discrimination linked to religion recorded.
- The profile of both the students and staff community has also diversified: 87% of the current pupils cohort are White British compared to 94% in 2022 – 2023.
- In 2023 – 2024 70% of the staff are from a White British background compared to 76% in 2022 – 2023.
- Parents were invited to an event marking Windrush day in June 2023 with a guest speaker.
- The whole school attended a meal at the Afro-Caribbean Millenium centre to mark Black History month and also engaged in learning about key figures in black history.
- The Topic, Humanities and RE curricula have been revised to include a range of topics including 14<sup>th</sup> century Islamic civilisations; the three Abrahamic faiths, with an enhanced focus on Judaism and Islam. Pupils in KS3 also visited a local mosque

### Objective 2

- A module of work was added to the PSHE curriculum in June 2023, which involved all pupils studying an additional unit on diversity and protected characteristics.
- The number of prejudice incidents reported linked to sex / sexual orientation / has been tracked In 2022 – 2023, 3 incidents linked to discrimination re gender or sexual orientation were reported, compared to 7 so far during the academic year 2023 - 2024. This may partly be explained by the increase in the number of girls from 3 in September 2022 to 8 currently on roll. In 2022 / 2023 there were 56 incidents recorded linked to sexist or sexualised language. In 2023 / 2024 so far there have been 14. In both years there were two incidents recorded linked to sexual harassment
- Staff training has been booked for May 2024 to support conversations with pupils around LGBTQ+ issues.
- My Wellbeing curriculum review has been completed

### Objective 3

- The PSHE curriculum has been reviewed and adaptation is ongoing
- Additional training has been provided to staff linked to curriculum flows, developmental need and adapted curriculum resources
- Ongoing data tracking in place and being acted on appropriately and monitored by safeguarding team
- The Topic, Humanities and RE curricula have been revised to include a range of topics that reflect the considerations around the nine protected characteristics.
- LOTC audit has reflected the visits that have taken place linked to equality and diversity
- Assembly and themes rota in has been revised for Easter 2024

