



# Baines School

Nil Sine Labore

The Governors of Baines School

## **Equality Policy**

Date approved: 15<sup>th</sup> December 2021

Date of review: 15<sup>th</sup> December 2025

## AIMS OF THE POLICY

At Baines School we aim to meet our obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

At Baines School the Student Council have a clear vision which was written by themselves 'All children at Baines to have a voice and to contribute towards the continuous improvement of our school community'.

The Student Council also has clear aims

- Within student council we want to create a positive group that can share various ideas and ways to better our school.
- We meet up regularly to discuss new projects and successful past events. As we are all students at Baines School that means we can be the voices of the children that attend here.
- Over the past couple of years our school has benefited from the work that has come about which has then contributed towards the continuous improvement of our school community.
- We believe that by giving pupils a chance to share thoughts that they will want to become more involved and take on the school motto of 'Nothing Without Effort.'
- By creating an environment that everybody enjoys, they will want to learn and succeed to achieve endless opportunities.

These aims were written by the Student Council who are clear that equality means everyone is entitled to have the same education, rights and opportunities. All students are equal.

#### Comments Extracted from the most recent OfSTED Reports

'You and other leaders have effectively helped vulnerable pupils and those with special educational needs and/or disabilities (SEND) with their learning as they return to school.

'Learning support assistants use specific strategies to help pupils with SEND. These strategies are used effectively in helping these pupils to make progress in their learning.'

OfSTED May 2021

'Pupils said that behaviour is mostly good. Pupils told us that staff care and listen to them if they have a problem. Incidents of bullying are rare. Pupils said that staff deal with any issues 'instantly'. Pupils value the introduction of the 'buddy hub'. This provides good support for victims of bullying. Pupils explained to us how they take comfort from spending time with Rufus, the well-being dog. Pupils of all ages are enthusiastic about the range of clubs and opportunities on offer. For example, over eighty pupils are involved in the school musical production: 'The Return of the Forbidden Planet'.'

'Pupils achieve well in several subjects, including geography, science and art. This is also true for those pupils with special educational needs and/or disabilities (SEND). In these subjects, leaders ensure that this group of pupils' needs are well met.'

'Pupils appreciate the opportunity to support their local community. Many pupils work towards achieving the Duke of Edinburgh Award. Pupils are keen to become members of the student council and influence change. For instance, the student council played an important role in changing the design of the pastoral structure.'

'Pupils regularly give their time to raise money for local and national charities. Pupils explained to us how the curriculum helps them to learn about religions that are different to their own. Pupils also told us that the school is a tolerant and accepting community. Pupils can be open about their sexual orientation and their gender identity.'

OfSTED November 2019

#### **SCHOOL IN CONTEXT**

Our catchment serves the areas of Wyre and Fylde, and Blackpool. We are a fully comprehensive school with an extremely mixed intake with some pupils from Blackpool which is an area of significant coastal deprivation, with approximately 33% disadvantaged students. Our population has a prior attainment above the national average and we have a lot of students who have exceedingly high aspirations, many of whom have gone on to Russell Group Universities.

We currently have 48.24 % boys and 51.76% girls, and although the ethnic make-up is mainly White British, we have rising numbers of other ethnic groups and a small percentage of students who speak English as an additional language.

## LEGISLATION AND GUIDANCE

This document refers to the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

Other supporting documents are Department for Education (DfE) guidance: The Equality Act 2010 and schools:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

and the Equality and Human Rights Commission: Technical Guidance for Schools:

<https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-england>

## ROLES & RESPONSIBILITIES

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Robert Hindle. They will:

- Meet with the designated member of staff for equality every and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8. All staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues.

All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour

We will take steps to ensure all visitors to the school adhere to our commitment to equality.

## **ELIMINATING DISCRIMINATION**

At Baines School, we recognise that all members of the school and our wider community are of equal value. The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting, it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September during the INSET day.

The Headteacher is responsible for monitoring equality issues, aided by our equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## **ADVANCING EQUALITY OF OPPORTUNITY**

Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying).

Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times).

Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, Baines School will:

- Publish attainment data each academic year showing how pupils with different characteristics are
- performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information

Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying).

Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

## **FOSTERING GOOD RELATION**

At Baines School we believe that should treat each other with care, respect and kindness, and that strong positive relationships make a great school. We school aim to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

## **PUBLICISING THE POLICY**

The policy will be available on the Baines School Website.

## **MONITORING ARRANGEMENTS**

We will review and update the equality information we publish at least each year to demonstrate how we are meeting the aims of the general public sector equality duty and to evidence progress made towards our equality objectives. Our objectives will be drawn up and published by the Governing Board at least every 4 years.

## **CONSIDERING EQUALITIES IN DECISION MAKING**

Baines School ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis. We keep a written record to show we have considered equality issues and asked relevant questions about the impact of our decisions on different groups in the school community.

Equality Mark – This is on display in Baines School Front Office

## *Equality Charter for Children and Young People Services*

***We are committed to equality of opportunity and to the promotion of good relations between all people, respecting their age, disability, gender, race, religion, gender identity and sexual orientation.***

*In order to achieve this, we will:*

*Develop the values, attitudes and skills necessary to respect diversity and difference*

*Recognise and celebrate the skills and talents of all children and young people and help them to participate fully in society and to realise their unique potential*

*Create an open and welcoming environment, in which all members of the community are valued and empowered to take responsibility and make a positive contribution*

*Show zero tolerance towards inappropriate language or behaviour and challenge all forms of prejudice and discrimination, including racism, disabilism, islamophobia, homophobia, biphobia, transphobia, anti-Semitism, sexism and ageism.*

*Consult and involve children and young people in decision making*

*Have systems in place for checking that we are treating everyone fairly*



Baines School  
All Stars Learning



lancashire safeguarding children board



Lancashire  
Children and Young People's  
Trust

