

Equality Duty and Objectives

Challenging stereotypes and prejudice
Preventing discrimination and misunderstanding
Raising awareness and asking questions
Allowing access and discussion
Encouraging kindness and respect
Enabling potential and progress
Celebrating difference and diversity

Northampton School *for Boys* is committed to ensuring all aspects of equality are fully addressed within an inclusive learning environment where everybody is valued and represented so that each student has the opportunity to fulfil their academic potential alongside their social, moral, spiritual and culture development. Alongside the academic curriculum students are taught and experience important core values and develop into healthy, resilient, critically thinking, empathic young adults who are fully prepared for life in modern Britain.

This document forms part of our mission statement in relation to The Respect Agenda – respect by all for all - and is part of our commitment to meet the Public Sector Equality Duty (PSED) and the requirement to have due regard for the need to;

- a) eliminate discrimination and prejudice,
- b) provide a safe and secure learning environment,
- c) advance equality of opportunity and ensure quality of access,
- d) challenge stereotypes, negative attitudes and discriminatory language,
- e) foster good relations between those who share protected characteristics and those who do not,
- f) foster positive mental wellbeing
- g) celebrate diversity as well as identify our similarities.

It links with our Behaviour Policy, Anti-bullying policy, Disability Equality Scheme and Accessibility Plan, E-safety and Acceptable Use Policy, Additional Intervention Team and Special Educational Needs Policy, Child Protection Policy, Safeguarding of Young People Policy, Exclusions Policy, Relationships and Sex Policy and with our Personal, Social, Health and Economic Education programme (PSHE).

The Governing Body monitor and review the SEND policy and the Accessibility Plan annually alongside the other policies which have the promotion of equality firmly embedded within them. Senior Staff and students report back to the Governor Welfare Committee so they can ensure the School's inclusion of students with protected characteristics meets all aspects of current legislation. Student voice through House and School Council, student surveys, online reporting tools, student ambassadors and focus groups, is integral to this.

The Headteacher and the Senior Leadership Team ensure that all policies, practices, protocols and provision have regard to the Disability Equality Duty and the Equality Act of 2010, which extends protection from discrimination to people with protected characteristics in almost every area of school life. The Headteacher, members of the Senior Leadership team and the SENCO are responsible for ensuring the implementation of all policies, monitoring aspects of this and the full development of a strong ethos of inclusion, within all aspects of the life of the school. Decisions made at every level take into consideration the implications they may have for people with protected characteristics and this is regularly reviewed. The Pupil Welfare Panel meets weekly to discuss issues and the Pastoral Management team meet termly (minimum 6 times a year).

It is the duty of all staff working in the school to implement the policies and continue to develop inclusive practices.

Students are also encouraged to feedback through student voice drop ins, the student voice survey, House and School Council. The student House Leadership Team are also asked to feedback on policies.

Staff and parent feedback is also encouraged.

The Respect Agenda forms part of Personal Development

It addresses the requirement for the school to ensure that students develop into good citizens who are respectful and fully prepared for life after school.

An Inclusive Learning Environment

Being part of a caring community means that you must always be reasonable and treat others and their property with respect. Refrain from unnecessary physical contact with others, using inappropriate language, name-calling and teasing. These can all cause a lot of upset and hinder progress and learning. If an issue arises, talk to your subject teacher or Form teacher so they can help you. It is far better for you to be able to work with others in a pleasant and positive atmosphere.

Equality is the permission to be different and respected. It does not mean we are the same.

- Everyone should be treated in accordance with equality and human rights legislation.
- We do not allow anyone to discriminate against others because of their protected characteristics as these are all equal in law.
- We challenge those who breach our code.
- You do not have the right to discriminate against, harass or bully other persons.
- Whatever your religion or beliefs you must respect other people's religion and beliefs and whatever your religion or beliefs you must respect people identifying as LGBTQ+, lesbian, gay, bisexual or transgender as well as, for example, non-binary, gender fluid, pansexual, polysexual.
- If you are being harassed or bullied in, or outside the premises, report it. If you see someone else being bullied, report it.

No bystanders! Be an Upstander!

We are all responsible for each other's wellbeing.
We respect each other's differences and celebrate diversity.

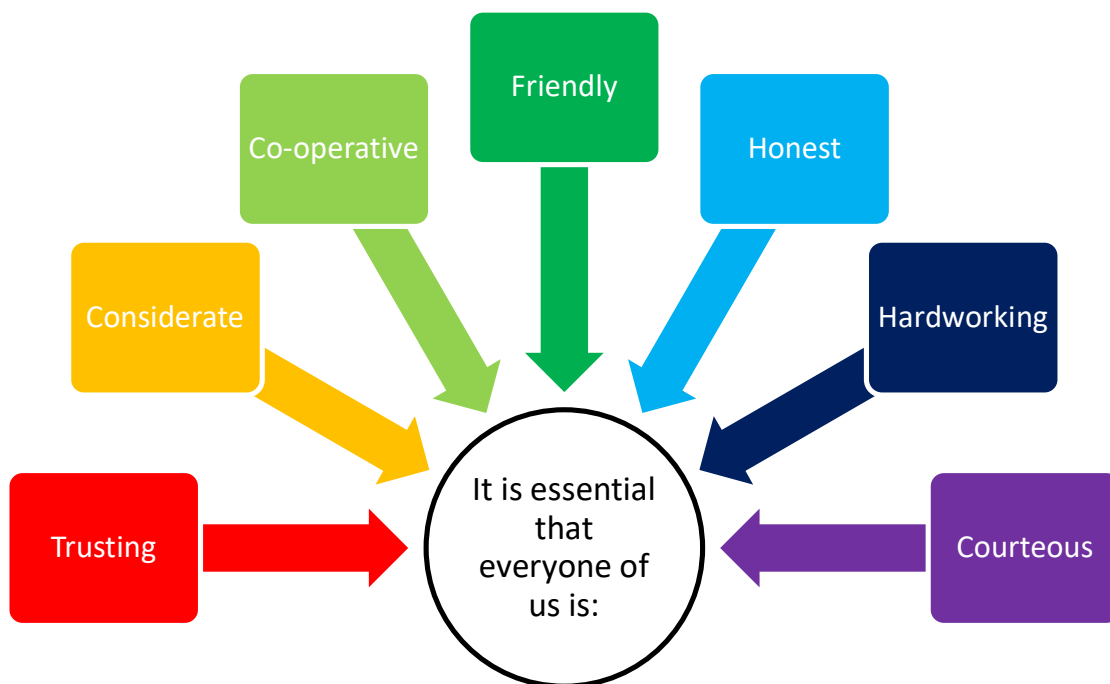
Equality Act 2010, protected characteristics;

Race
Disability
Sex
Age
Religion or belief
Sexual orientation
Pregnancy and maternity
Gender reassignment

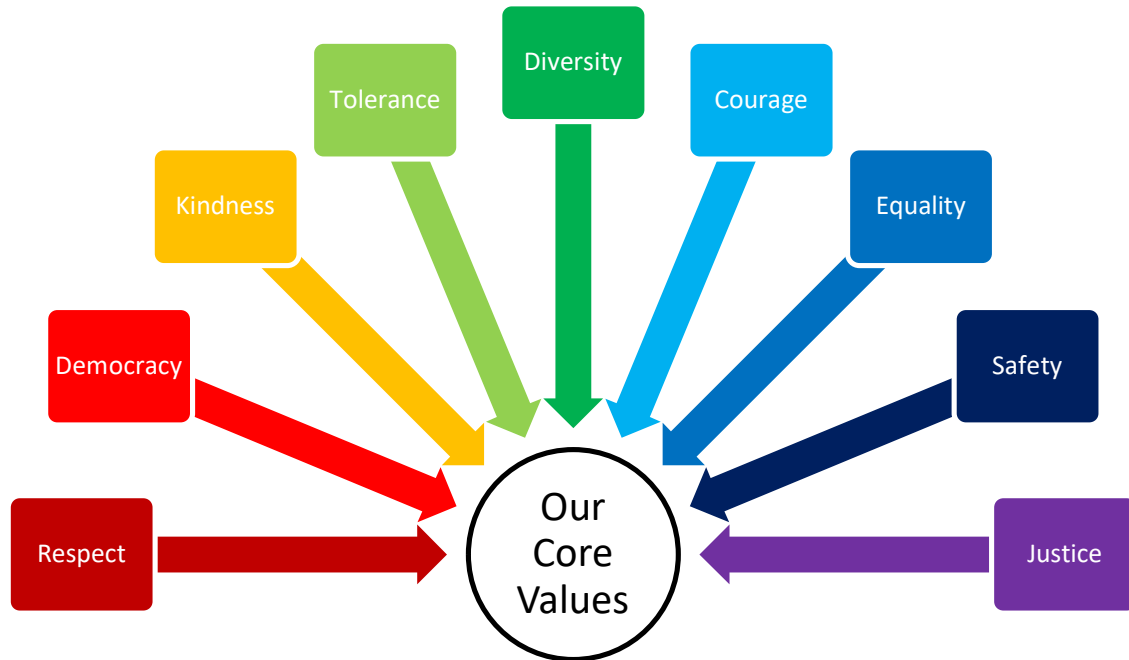
These form the basis of equality work undertaken at NSB alongside economic inequality. These areas are covered within related policies, aspects within Personal, Social, Health and Economic Education (PSHE), Personal Development Week, Assemblies, the curriculum, extra-curricular activities and indeed all aspects of school life and in relation to the wider community. We have high expectations of our students and a strong belief in their ability and desire to uphold the ethos of the Respect Agenda and to contribute positively to community cohesion.

Social, Moral, Spiritual and Cultural Development (SMSC)

It is important that students develop into a well-rounded individual who adhere to British values and who develop into trusting, considerate, co-operative, friendly, honest, courteous and hardworking individuals with the ability to listen to the views of others and think critically.



It is important that students understand what SMSC development and core values are and there is a focus on this in PSHE, alongside our main welfare policies, our extra-curricular ethos and curriculum lessons as well as all the interactions within school and the wider community. British values could be seen as universal or core values. Core values are the guiding principles that dictate behaviour and action. They can help people to know what is right from wrong including areas such as respect, democracy, kindness, tolerance, diversity, courage, equality, justice and safety.



Core values are the guiding principles that dictate behaviour and action.
Core values can help people to know what is right from wrong.

- **Our core values shape how we are treated by others in school (including adults)**
- **Our core values share how we treat other people in school (including adults)**
- **Our core values tell other people outside of school how we treat each other**

They represent your deeply held beliefs, your highest priorities, and the fundamental forces that drive your actions.

British Values (using the Ofsted framework);

- Preparing pupils positively for life in modern Britain and adhering to the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and those without faith
- promoting all forms of equality and fostering greater understanding of and respect for people of all faiths or no faith, races, genders, ages, disability and sexual orientations through their words, actions and influence within the school and more widely in the community

opportunities for pupils to extend their knowledge and understanding and to improve their skills in a range of artistic and creative activities.

SMSC Descriptors:

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life
- interest in and respect for different people's faiths, feelings and values.
- sense of enjoyment and fascination in learning about themselves, others and the world around them.
- use of imagination and creativity in their learning.
- willingness to reflect on their experiences.

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England.
- understanding of the consequences of their behaviour and actions.
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.
- Ability to recognise and value the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Examples of positive practice:

The Equality Act 2010 and the protected characteristics are a key aspect of our teaching and learning, our schemes/lessons, extra-curricular activities and our outreach work though our approach is not limited to just those identified but cover any identified inequality within school or the wider community.

Both staff and student have the confidence to challenge discrimination and we have utilised the **Stonewall NoBystanders campaign** as best practice with each Form pledging that they will not stand by and see any group or individual treated poorly. We have adopted **online reporting systems** for students, carry out **surveys** on bullying, online safety, wellbeing, equalities including sexism, racism and LGBTQ+ issues alongside others and run the **school council** to ensure the **student voice** is heard. The **House system** provides an opportunity for healthy competition with participation from all, regardless of ability/disability/background and which exemplifies students coming together as part of a community as one in order to succeed. This also provides the platform for all Houses to come together to create a forum for the student voice where issues can be debated and then taken to the Headmaster for further discussion. This also culminates in a week long **charity event** where we often look at supporting those who are disadvantaged or discriminated against. There is an SMSC Audit and an extra-curricular audit to identify provision, reflect and identify gaps.

Students are able to create their own **societies** and we currently have a Christian Group and a Prayer room was provided for students. There is an LGBTQ/Straight Allies group as part of the 6th Form **co-curriculum** and the members have been integral in conveying positive messages across the school and delivering assemblies and PSHE alongside staff. Students have created equality groups and take part in debating society.

Plays have been created; the **LGBTQ awareness play, "I'm Still Me"** which was performed for all NSB students, toured schools and education conferences and which was then filmed as a countrywide school resource and which received a standing ovation at the Stonewall Education for All Conference. This is ongoing and forms part of PSHE for Year 7. **"Walk a Mile in My Shoes", an anti-bullying play** which was created for Lowdown's inaugural anti-bullying conference and won a Youth Ambition Award and was also filmed and continues to be used within school during anti-bullying week. 6th Form students from the Community Drama group have created **"Your Life in My Hands", "This Bitter Earth" and "Stand Together"** for **Holocaust Memorial Day** and taken out into the community. We also bring in companies to perform and have had Theatre Centre in on numerous occasions in relation to topical issues including plays with central ethnic minority characters and issues of racism and prejudice and also **"In Harm's Way"** about mental health and self-harm and **"County Lines"** and **"Unacceptable"** on sexual harassment. We also look at the programme of events that we put on and ensure that there is a wide range of representation of and opportunities for our students. Senior Drama Production have covered important issues such as **"Noughts and Crosses"** which addressed racism and we have also previously performed **"RENT"** (HIV/LGBTQ) and **"Fiddler on the Roof"** (persecution of Jews) and **"Singer"** (immigration/racism/Holocaust/poverty) to name but a few.

There is a programme of **training** in place for staff that covers safeguarding, child protection, online safety and vulnerable students as well as LGBTQ, HIV, SMSC/British Values, Mental Health and wellbeing and Prevent which is rolled out to NTPP trainees and new staff. Expertise on LGBTQ matters within school have been taken out into the **community** and NSB have been represented as **best practice** at 5 local LGBTQ Education Conferences and have been asked to speak at 3 National Stonewall Education Conferences. SLT **monitor** participation in extra-curricular provision, sporting teams, dance groups, productions, music lessons/groups as well as accolades awarded. We are **developing resources** and materials that represent all backgrounds **without stereotyping** and regularly secure **positive role models from across the protected characteristics** to speak and work with the students, most notably in recent years, Sir Ian McKellen who spoke to over 2/3 of the school. We were also privileged to have Peter Christopher Baldwin in to talk about life with HIV and coming out, Jeremy Pemberton on the trials and tribulations of being gay and a man of the cloth and the cast of "Soul" (the story of Marvin Gaye's last days) who came in to discuss acting but also discussed what is it like to be a black actor in today's society.

There are schemes within **PSHE** that cover a broad range of issues and topics that link with **equality and identity** and which give the students an opportunity to **discuss and discover opposing views** and to work out where their views come from and why they might think in a particular way or indeed if they actually do believe what they initially thought. Throughout the year there are inspirational and informative **assemblies** and a **programme of awareness days/weeks/months** in relation to equality. **Displays** are created around the school and in the **Library and books** which concern key issues have been invested in but also ones that celebrate diversity and include central characters that reflect our diverse make up. **Personal Development Week** annually covers huge areas in relation to Equality: Mental Health, Genocide, Black History Month, consent, radicalisation, anti-extremism, British values, LGBTQ, FGM, cancer, pornography, child sexual exploitation and anti-bullying, using assemblies, workshops and performances both by students and for them, working with staff, outside agencies and role models as well as together.

Core Values are highlighted within many aspects of the school and **British Values and diversity posters** are displayed in all corners of the school.

The school buildings have been constantly updated in order to ensure **accessibility for students** (see The Accessibility plan) and there are **all gender toilets**. We are committed to ensuring that visiting the school is as enjoyable and inclusive as possible and our **theatre** which is often open for public performances has accommodation for wheelchairs, an infra-red system installed in the auditorium, disabled parking bays and some signed performances.

For those that might struggle academically we have an AIT (**Additional Intervention Team**) and smaller classes for those who might need in depth input into key areas such as those who have **EAL** (English as an additional language). We also have an **Honours programme** which is aimed to stretch and challenge those who are seen as **Gifted and Talented** and who are provided with opportunities to fulfil their potential either across the academic spectrum or in a particular field. Our extensive **extra-curricular programme** ensures there is

something for everyone and our school adopts the philosophy of excellence but also one of **participation and inclusivity**. So we may have **sports teams** that are very successful but there are also B teams and C teams and recreational sport so that everyone can be included. In **Drama** for instance our ethos is that if you want to be in it you will be and, even if not with a main part, you will be part of an experience where you will gain confidence and learn and be part of a diverse “family”.

AIT ensure that all **SEND** students’ needs are met whether that be academically, emotionally or physically encouraging SEND students to engage with the **extra-curricular opportunities** on offer here at school. The inclusion of sensory impaired students in PE is important, the provision of modified equipment such as balls with bells, raised tees for ball hitting activities and dedicated trained staff to **promote and support the inclusion of disabled students**.

We proposed the creation of a **Boccia club** and now members of the AIT run one for students who enjoy sport but who find it uncomfortable or hard to be in a competitive environment with more confident and talented students and therefore feel that their skills are not as good as that of others and as a result experience low self-esteem. This runs after school each week and is now an available sport on the school sports day so that there is an inclusive sport available for all. Our ASD, physically and sensory impaired boys as well as those with medical conditions can **participate as equals**. We provide support to students identified as **Young Carers**. This support includes raising the awareness of staff and students alike as to the impact that being a Young Carer can have on a child as well as their family. This includes **access to school based counsellors** when identified as a need, open door drop in to discuss individual situations, **signposting to national support agencies**, regular information presentations in the main concourse, student identification to staff, extensions for meeting home learning deadlines, access to ICT support if needed.

We consistently inform parents of the range of **local community SEN groups and disability sport groups** so that a young person has the opportunity to engage with others at the weekends or in the school holidays.

NSB provide a comprehensive package of **transition support for pupils** with additional needs through the entire length of term 6 each year. The visits are designed to meet the needs of individuals and can comprise of at least two visits prior to the town wide transfer days or as many as each child needs including a significant number of brief visits to see what particular moments of the NSB school day looks like including before school, registration, lesson crossovers, break times, lunchtimes and the end of the last lesson of the day going into “home time”.

Members of the AIT also go out to **primary schools** to meet with staff and observe students in their current setting identifying what works well in terms of support in the classroom. We invest so much time into this transition phase in order to make for a positive and easy start in the new academic year.

We accommodate the learning needs of students by **providing ICT** - this includes netbooks / laptops and JCQ approved reading pens so written information can be accessed when in an exam environment - and give them access to exams by arranging **access arrangements** to meet their individual needs.

Pupil Premium is used to enhance the education of disadvantaged students and can enable students to progress more easily with access to resources and experiences that might normally be out of reach.

Equality Objectives:

Whether it is the work on disability, race/religion, gender, sexuality or any other area where prejudice, discrimination and disadvantage is found, we tackle it head on with open discussion throughout the school environment and we aim to be positive role models for our students and other schools. Raising standards and closing the gap needs to include embracing diversity and working with communities through understanding and celebrating different identities and perspectives. This validation and acceptance of difference which ensures representation in, and appropriate access to, the curriculum will ensure that nobody is prevented from achieving their potential as a result of prejudice, discrimination, or lack of knowledge about their particular needs.

“Promoting equality can be appreciated as a way of empowering all children to learn. This is not to suggest an ulterior motive for promoting equality – far from it! We have a moral and legal obligation as educators to keep our children safe from harassment and discrimination, to advance equality of opportunity and to foster good relations between members of diverse groups. We would be failing our children if we did not educate them away from prejudice and if we did not ensure they are all safe, included and learning in school.”

“Equality: Making It Happen” © CSIE 2016

Equality Objectives 2021-25

(reviewed each July and updated/adjusted for the new school year)

Key - to relaunch initiatives in place prior to the pandemic, to continue with those that were planned and incorporate the new Personal Development Plan.

Ongoing (Annual Quality Assurance QA by Senior Leader/Governors)

Approach – Proactive to normalise difference and celebrate diversity with systems in place for reactive intervention when necessary

- Continue work on celebrating diversity and identity, highlighting individual characteristics whilst acknowledging and promoting intersectionality and that we can have multiple identities simultaneously, e.g. black, gay and with a disability. (QA - SMSC Audit, programme of events, PSHE Programme)
- Group work – collaborative and co-operative learning, both extra-curricular and within the curriculum, to encourage students with contrasting backgrounds and identities to mix, discuss and work together to enable greater understanding of and respect for our differences, beliefs and views but also to establish our similarities.
- Include access arrangements as an integral part of all planning - here curriculum development is planned, include access considerations; where building works are

planned, include access considerations; when ordering books, equipment and materials, include access considerations; when increasing access for disabled staff or members of the public under other parts of the DDA, include access considerations for pupils.

- Use of co-operative learning (different backgrounds/perspectives) to create critical thinkers.
- Restorative justice – all incidents that fall under the 2010 Equality Act to be reported and, as part of the process, for relevant staff to take on those conversations within restorative justice with perpetrators rather than simply and, when appropriate, work with both parties
- The current programme of events already implemented to be broadened to cover a wider range of students and issues to raise awareness and celebrate diversity in our environment and further afield (the list below not exhaustive):
 - a) World religion day 3rd Sunday of January
 - b) Martin Luther King Day 1st January
 - c) Holocaust Memorial Day 27th January
 - d) Young Carers Awareness January
 - e) World cancer Day 4th Feb
 - f) International Zero Tolerance for FGM 6th February
 - g) LGBTQ History Month February
 - h) Northants Mental Health Awareness day Feb
 - i) World Languages day
 - j) International Mother Language Day 21st February
 - k) International Women's Day 8th March
 - l) Women's History Month March
 - m) World Autism Awareness Week at school from the 27 March-2 April**
 - n) Stephen Lawrence day 22nd April**
 - o) Mental Health awareness week May8th-14th May
 - p) Deaf Awareness Week May
 - q) Idahobit May 17th
 - r) Carers' Week 8th – 12th June
 - s) Learning Disability Week 19th-25th June
 - t) Dyslexia Awareness Week 2nd – 8th October
 - u) Dyspraxia Awareness Week 8th-14th October
 - v) Black History Month October
 - w) ADHS Awareness Week October
 - x) World Mental Health Day 10th October
 - y) Remembrance Day 11th Nov
 - z) Anti-bullying week 13th-16th November
 - aa) International Trans Day of Remembrance 20th November
 - bb) International Day for the Elimination of Violence Against Women 25th November
 - cc) Disability History Month Nov/Dec
 - dd) World AIDS Day 1st Dec
 - ee) International Day of Disabled People 3rd Dec
 - ff) Human Rights Day 10th Dec

Objectives 2021-22 initially planning and some implementation 22-23 in place and QA'd for further reflection and adaptation.

Assistant Head for Personal Development assigned – also Senior Mental Health Lead – LGR (line manager MKN – Deputy Head)

Planning a programme of ongoing PD provision throughout the school with the PD Team;

HKE – Director of PSHE

HRI – Work Related Learning and Work Experience Manager

NSH – Careers Advisor

TTI - Careers and Work Experience Assistant

PD Bursaries

JBB – Environmental Education

FCH – Economic Education

ASC – Safety

CRE – Physical Health and wellbeing

WKN – Race, Religion/Belief and Discrimination

WMC – Gender Equality

Also liaising with;

MIN, ESP and AIT in relation to SEND (MIN and RMU (estates) with a responsibility to update the accessibility plan)

IFA and SSA/SMI in relation to SEMH/Safeguarding

- **Personal Development Plan**
 - a) New PSHE framework from Y-13 using spiral, age appropriate, curriculum with self-assessment alongside teacher feedback. A programme of PSHE to be further developed/updated, resourced, assessed and evaluated to include all areas of identity, diversity, prejudice, discrimination, and bullying and to include FGM, Forced Marriage, pornography, Mental Health, Disability, HIV/AIDs, LGBTQ, families and culture alongside RE, Ethics and philosophy. Sessions to be structured to allow debate and discussion and to encourage students to become critical thinkers.
 - b) PSHE training
 - c) QA of PSHE and PD
 - d) Share/cascade best practice
 - e) Revamp of Personal Development Week
 - f) Bursaries – assemblies, focus groups, e.g. LGBTQ, race ambassadors, female lead etc.

- g) Launch the Equalities Focus groups and establish ambassadors – students working to highlight, discuss and improve equality issues, raise awareness, create assemblies, plasma presentations, plays, videos, displays etc. with bursary holders.
 - h) Use of The Female Lead to encourage girls to become inspirational leaders.
 - i) Student Voice promotion using student ambassadors and focus groups plus developing a comprehensive student voice survey across all aspects of PD.
 - j) Standing item on School Council – equality.
 - k) Staff survey incorporating all aspects of PD
 - l) Parent surveys incorporating aspects of PD
 - m) Improve parent/school communication in relation to equality and offer advice/workshops. Parental engagement will be sought through consultation and feedback using text, email, the website and Parents' Evenings especially in relation to the new Relationships and Sex Education policy.
 - n) Improve school website information
 - o) Audit SMSC/British Values across the school
 - p) Audit extra-curricular provision and inclusion/uptake
 - q) Wellbeing area in school – Cripps Lounge established for multi-purpose use, students and staff. Yoga sessions for KS3, 4 and 5 – focus groups, wellbeing groups, safe space plus staff – see below
 - r) Staff Wellbeing Charter – using the Government Guidelines create an NSB staff wellbeing charter, access to counsellors, staff yoga/meditation and more
 - s) Menopause and Menstruation policy in place with a Menopause Champion and monthly menopause café
 - t) Wellbeing café
 - u) Wellbeing events appealing to all staff
 - v) Mental Health First Aiders – staff and students
 - w) Mental Health Fayre with external agencies.
 - x) Equip teachers, adults working with children, and children and young people themselves with the skills and knowledge to address emotional wellbeing and mental health needs through training, assemblies, workshops and PSHE.
 - y) Careers advice and work related learning is already strong within the school but work experience to be introduced to enable all students to be aspirational and fully equipped with knowledge and experiences.
 - z) Further improve House identity to continue to nurture a greater sense of community and belonging within a smaller group within school.
- Creation of a pupil friendly equality policy by the students whereby senior staff work with pupils through the student council to develop the policy. This will ensure that the language in which the policy is written is accessible for pupils and accurately reflects their understanding of the concepts and issues being discussed and should reflect the way that pupils will experience the school's commitment to equality including details of:
 - a) What will be discussed in lessons
 - b) Programmes of assemblies or speakers

c) Anti-bullying measures

- Improvement to the physical environment to be broadened to take into account wider issues encountered by disabled pupils such as considerations for pupils with autistic spectrum disorders so that they can use recreational spaces - investigate improving the acoustic environment (investigation initially).
- Programme of role model visits which encompasses the full range of protected characteristics