



## Equality Information

(updated July 2022)

At Prince Henry's Grammar School, we work hard to meet our obligations under the Public Sector Equality Duty (known as the 'equality duty'). This includes having due regard to the need to:

1. **Eliminate unlawful discrimination**, harassment and victimisation and other conduct prohibited by the Equality Act 2010.
2. **Advance equality of opportunity** between people who share a protected characteristic and those who do not.
3. **Foster good relations** between people who share a protected characteristic and those who do not.

As required by the equality duty, each year we publish updated information to demonstrate how we are complying with these obligations.

### We **eliminate discrimination** by:

- Adopting a 'no bystanders' approach to bullying and discrimination, led by a nominated member of the Senior Leadership Team. This means that all students are taught that they have the right to be themselves – but that so does everyone else. It also means that all students are taught that they all have a responsibility to look out for one another, and to report any incidents of bullying or prejudice-based behaviour.
- Ensuring that anti-bullying and anti-discrimination themes are routinely addressed through our curriculum as well as the assembly programme. This includes at least one year-group assembly each term which specifically address issues of respect, equality and diversity. It also includes engagement with external organisations including the Anne Frank Trust.
- Ensuring that all staff receive training on how to spot, and deal with, prejudice-based incidents. This forms part of the induction programme for all new staff, and is reinforced at the start of the school year with all staff.
- Systematically recording all prejudice-based incidents, and monitoring these by different learner cohorts over time to identify patterns and inform improvement actions. As part of this, a new incident reporting system for staff has been introduced to help to address concerns regarding under-reporting.
- Dealing with prejudice-based incidents in a fair and consistent way through the school's Positive Discipline system, where appropriate.
- Raising the profile of incident reporting with both students and staff. This includes the recent launch of an online '*Speak Up*' button on student SharePoint as an alternative way for students to report prejudice-based behaviour.
- Ensuring positive representation of difference and celebration of diversity throughout the school, including through displays and curriculum resources, with awareness training for both staff and students on the importance of avoiding the use of stereotypes.

**We advance equality of opportunity by:**

- Providing training for all staff on meeting the needs of all learners, being mindful of unconscious bias and giving careful consideration to the language they use.
- Systematically monitoring indicators such as student progress, attendance at school and behaviour by learner group, in order to identify any gaps and required interventions.
- Continuing to prioritise the accessibility of the site (for example, through a rolling programme of replacing paving stones with tarmac to ensure improved access for wheelchair users).
- Providing a broad, balanced curriculum which is open to all students (for example, with all students studying two MFLs in KS3).
- Providing an enhanced transition programme for Year 7 students with additional needs or vulnerabilities.
- Providing additional support for students with additional barriers to learning, including those with protected characteristics (for example, through Reading Club).
- Supporting students with competence in a heritage language to achieve accreditation (for example, this year students have been entered for GCSE and A Level Arabic).
- Looking to maximise participation in trips, visits and extra-curricular activities by all students. This includes strengthening systems to monitor rates of participation and actions to address any gaps between learner groups.
- Encouraging a diverse workforce including through the wording of recruitment adverts and through use of anonymous recruitment software.
- Engaging with leadership training programmes to support staff development for colleagues from under-represented groups.

**We foster good relations by:**

- Delivering an inclusive and diverse curriculum which celebrates diversity and promotes equality (for example, reading lessons based on a diverse range of texts in KS3 English).
- Engaging with award schemes and programmes which encourage an appreciation of diversity (for example, the Red Kite Alliance RED Award and the Stonewall School & College Champion Award).
- Providing training for staff on the importance of exploring aspects of history and culture from a range of perspectives.
- Providing a wide range of international visits for students, with at least ten overseas visits on offer each year (subject to Covid restrictions – not possible 2020-2022).
- Giving students opportunities to take part in international partnership projects with schools in other countries (for example, an MFL project with a school in Germany).
- Holding an annual Equality & Diversity Week each year in July with the participation of all subject areas.
- Inviting 'role models' from diverse backgrounds to work with our students to counter misconceptions, raise awareness and build empathy (for example, disability campaigner Chloe Tear).
- Providing opportunities for students to engage with the wider community (for example, through community volunteering programmes).
- Building empathy through wider global citizenship themes such as sustainability and social justice (for example, through our Eco Schools and Fairtrade Schools work).