



BEECHEN CLIFF

## **Equalities Briefing**

October 2020



## Our Equality Duty

Like all public sector institutions, the school has a duty under the Equality Act 2010 to have 'due regard', when making decisions and developing policies, to the need to:

- Eliminate discrimination, harassment, victimisation 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; and
- Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

This is a duty which we not only wish to fulfill to comply with the law, but because it is central to realising our vision for our pupils and students to:

- Become good, well rounded people who are confident and comfortable in themselves;
- Enjoy healthy relationships and the best possible well-being;
- Realise their aspirations; and
- Be a compassionate member of society.

These outcomes for pupils and students are built on our six core values - aspiration, balance, compassion, independence, integrity and respect - all of which align with our equalities work. Every individual in the school is included in this vision and we recognise the need to be proactive in our work with those who belong to a protected group in pursuit of equality of outcome. There are close links between our equalities work and mental health and well-being. Our website has information available on our equalities action plan, the Pledge of Respect (see below) and an overview of the information contained in this document.

<https://www.beechencliff.org.uk/key-information/equalities/>



## Equalities Strategy

To promote the equalities agenda, we undertake a range of activities. These include, but are not exclusive to:

- Including equality in our character development and community programmes and Theme of the Week, which form the backbone of all tutoring in the school;
- Connecting equality to our core value of respect in assemblies throughout the year;
- A termly equalities focus, covering all nine protected characteristics over the course of a year, communicated and explored through assemblies and tutor time;
- Flagship events championing protected groups, such as marking International Women's Day, Pride and Black History Month;
- Adhering to clear protocols for tackling discriminatory language or behaviour, including working with the Police and Local Authority if required;
- Training for staff from external organisations such as SARI and the Local Authority; and
- Publishing an annual equalities action plan to meet the Specific Public Sector Equalities Duty.



*Show Racism the Red Card 2019*

Beechen Cliff will be undertaking a strategic review of equalities in the academic year 2020-21, as set out in our School Development Plan and will be focussing on the key areas below:

- Auditing the curriculum for equalities awareness, sensitivity and teaching opportunities. A pilot is being run in the Humanities Faculty in October 2020, with a view to extending to all Faculties shortly afterwards;
- Drawing on 'lived experiences' of discrimination, such as experiencing racist abuse, to enhance the impact of equalities messages;
- Working with the Local Authority Equalities Lead (Louise Murphy) to develop a single equalities plan;
- Broadening the external partners with whom we are engaging to cover all protected characteristics; and
- Further enhancing student leadership and building on the success of mental health work by supporting young people to share experiences and learning.

### **Pledge of Respect**

The school's approach to respecting others was encapsulated in December 2019 in a 'Pledge of Respect', a visual display in the school of some 1200 signature of pupils, staff, governors, parent representatives and partners such sports organisations, the Police and community groups, set around a set of beliefs and principles. This commitment to respecting difference and tying it to the school's core values can be found physically located at the heart of the school. We will be reaffirming our commitment to the Pledge in autumn 2020.



*Pledge of Respect 2019*

## **Student Leadership**

What was particularly exciting about the Pledge of Respect was that students and pupils wrote the Pledge document and shared it with their peers through assemblies and a ceremonial unveiling. Student leadership is central to young people believing in, and taking ownership of, equalities issues and thus enabling them to make a positive contribution to a more tolerant and respectful society. The school has an active pupil E-Team, led by members of the Sixth Form, who shape the school's work. The E Team was started in 2016, and members have attended local training events such as the Diana Award (anti-bullying ambassadors), a Banter or Bullying event organised by the University of Bath, several Youth Parliament events and a session with Bath Black Families. The E Team is responsible for organising events and campaigns to raise awareness of equalities issues, and work to promote the core value of respect in all aspects of school life.

## **PSHE**

The PSHE curriculum covers all aspects of equality and is designed to support the spiritual, moral, social and cultural growth of our students, and to develop their understanding of British Values. The schemes of work are planned from using the training that staff have received, current UK guidelines and data from our SHEU surveys, local authority and wider UK issues. PSHE aims to provide an inclusive environment where all students are able to participate, learn, listen and develop their own opinions and respect the opinions of their peers. We aim for a whole-school approach to developing positive behaviour and attitudes, through not only PSHE lessons, but the entire curriculum. Tutors play a vital part in delivering PSHE topics through weekly Theme of The Week, which is complimented by Headteacher and Head of House weekly assemblies and the Theme of the Term. Guest speakers also are key in delivering and enabling a deeper level of understanding; as a Stonewall champion school we welcome a Stonewall role model to talk to students every year, and mark events such as Black History Month, Show Racism the Red Card, Martin Luther King Day, LGBTQ+ History Month and Schools Diversity Week.

PSHE aims to teach acceptance, tolerance and empathy — as well as strategies to respond appropriately to bullying, prejudice and discrimination that can be faced both inside and outside of school. PSHE lessons are taught weekly to Year 7 students and fortnightly for Years 8, 9 and 10, with collapsed timetable sessions for Year 11. There are similar themes that run across each year group, and these themes go into more depth as the students progress through school. The content in each year is age appropriate and links to what the students are going through/involved in during that time in their lives. Time has been spent with local organisations, using the SHEU data and working with our school nurse to ensure that the content in each year is as effective as possible.

### Example PSHE Schemes of Work:

- **YR 7** – Healthy Relationships, Road and Internet Safety, Equality, Respect, Puberty, Healthy Lifestyles, Alcohol, Stress and Anxiety, Money and finance and Careers.
- **YR 9** – Drugs and Alcohol, Internet Safety, Relationships, Equality, Mental Health, Bereavement, Contraception, Consent, Community and Careers.
- **YR 11** - Equality, Stonewall Speaker, Testicular and Prostate Cancer, British Values, Mental Health and Exam Stress.

There is an equalities section of the school library (managed by the E Team) which encourages students to read books which explore themes of equality and diversity.

Although they are two distinct Departments, PSHE and Religion, Philosophy and Ethics both deliver schemes of work around equalities topics, and support SMSC and British Values development. For example, in Year 8 students study civil rights role models such as Rosa Parks, Martin Luther King, Malcolm X, Oscar Romero, Gandhi and Malala Yousafzai; as well as a diverse range of world beliefs including Rastafarianism, Baha'i and Traditional African Religions.



*International Women's Day, March 2020*

## Mental Health

Achieving gender equality is an international focus, led by UN Women and keenly recognised in the UK. Whilst the predominant focus is rightly on improving outcomes and opportunities for girls and women, gender stereotypes and mental outcomes in the UK are one area in which boys and men need active support; indeed, suicide is the biggest killer of men under 45 years old. Accordingly, Beechen Cliff has been working hard over the last three years to tackle stigma around boys' mental health and our efforts were described as 'remarkable' by Ofsted in March 2020. We devote £20,000 a year to counselling services and have over 60 staff trained in mental health support for children. Through our intervention with boys in the Sixth Form and rest of the school, we have seen 352% increase in boys asking for support with their mental health over the last three years. We have also seen more and more students being comfortable to talk about their sexual orientation and gender identity and explore gender stereotypes such as "boys don't cry". Our work on mental health has had many benefits for pupils and students in groups of other protected characteristics, for example the LGBT+ community, as articulated by one of our Upper Sixth students earlier this year:

*"The progress that students have made towards an open and non judgemental environment for mental health has been truly remarkable, and many of my friends have reflected on how much of a positive difference such an environment has made to their experience of Beechen Cliff. It's been so empowering to take part in things such as the mental health team as well as delivering testimonies in assemblies, and it has not only strengthened us as individuals, but made us all closer together, bringing in those that perhaps previously may have felt alone in their struggles. The steps we have taken towards equality for all, especially in the case of the Beechen Cliff LGBTQIA+ community, has again been unbelievable, and it has also brought those who would traditionally be in the most marginalised groups utterly and completely into Beechen Cliff's caring community." Will, Beechen Cliff Student 2013 - 2020*

## Curriculum Case Study - Diversity in History

Our curriculum is rich and diverse. In History, for example, pupils study the causes of colonialism, the enslavement of African people during the British and other empires and the later impact of intolerance which led to the Holocaust. We ensure that persecuted groups and ethnic minorities are not portrayed only as victims in the narrative we teach our students. For example, prior to teaching the European colonisation of Africa our pupils learn about the African Empires which reigned until the 1500s, such as the Kuba, Songhai and Benin empires. This allows our pupils to challenge the ignorant assumption that Africa was 'primitive' and 'backward' prior to colonisation in the eighteenth and nineteenth centuries. Pupils later learn about black leaders in the British abolition campaign such as Olaudah Equiano and Mary Prince. We make sure to tie our historical studies in with modern and local events, such as the pulling down of the Colston Statue in Bristol during the Black Lives Matter protests, June 2020. In Year

9, there is a focus on BAME soldiers in World War One, World War Two and an enquiry into the Civil Rights movement. We teach pupils about the Holocaust following the guidance of the Holocaust Education Trust, in that we seek to rehumanise the victims of the Holocaust and pupils learn about the Jewish peoples' lives and place in Europe prior to their persecution.

At Key Stage Four, pupils learn about the Jim Crow Laws, the KKK and lynching in the southern states of America, black Americans' contribution to World War Two and how their lives changed as a result, and the civil rights campaign. Students are taught about black Americans' participation in the Vietnam War in a unit on Cold War conflicts, and are taught about Islamic medicine during medieval times in a unit focusing on Britain and health. These themes are reinforced with work which incorporates Black History Month and Holocaust Education Week, including assemblies and speakers.

### **Beechen Cliff Statement on British Values**

Beechen Cliff has an enduring set of values which pervade the school's culture and identity. Their function is to bind our community together, to provide direction for our strategy and our decisions and to assert what we consider to be important as a school. The values have been carefully chosen by Governors and Senior Managers and are well-known by the school community. They are at the heart of our vision to develop well-rounded people who can leave the school thriving as individuals and able to make a positive contribution to society.

The school meanwhile recognises its duty to play a part in delivering the Government's strategy to counter extremism and terrorism, known as the 'Prevent duty'. As part of this duty, schools are required to promote fundamental British values, which the duty states include democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. These values dovetail with the school's values of aspiration, compassion, independence, balance, respect and integrity and its aim to prepare pupils to live within the principles and political structures of modern Britain.

We consider that we fulfill our duty to promote British values through the following approaches:

- Encouraging pupils to consider the importance of having a set of values per se;
- Making a clear statement about our six values and being true to these as a school;
- Facilitating dialogue about what pupils' personal values are and how they can demonstrate and adhere to them, even when challenged not to;
- Operating a behaviour policy that is implemented fairly and consistently;
- Educating pupils about the danger of extremist views and the impact they can have on society; and
- Making pupils aware of the British values cited by the Prevent duty and integrating them into the points above.

This we realise through assemblies, tutor activities, the taught curriculum and through staff modelling of behaviours and attitudes to all pupils and students. Our equalities programme and E-Team make an important contribution and we have clear processes for responding to behaviours which do not align with any of the values listed above. Our pupil voice activities involve our students in discussion and reflection about them as well. This includes a safeguarding response where required. This statement is shared with our pupils, parents, staff and other stakeholders and is revised annually.



BEECHEN CLIFF

# PLEDGE OF RESPECT

- A** We ASPIRE to be a community where everyone is free to be themselves
- B** We BALANCE the rights and needs of every member of our school community
- C** We treat all people with COMPASSION
- I** We support and protect peoples' right to be INDEPENDENT in their thoughts and expression

### **Our equalities statement of belief**

We respect and celebrate difference, and treat people with equality and respect regardless of:

- Ethnic background, country of birth, race
- Gender identity
- Special needs, disability or illness
- Mental health
- Religious beliefs
- The way they look for what they wear
- Adopted or young carers
- Age
- LGBTQ+
- If people fit into stereotypes
- Money and family jobs
- Where people live
- Interests and hobbies
- Teachers, support staff (including teaching assistants, refectory staff, cleaners, office staff, ICT staff, caretakers), visitors (including supply teachers), other students (including Sixth Form)

**We want everyone in our school community (including visitors) to understand what we mean by respect and equality, and what bullying and discrimination is. We want them to have a positive experience at Beechen Cliff.**

## **Respect**

Respect means thinking about other people, and caring about their thoughts and feelings. It can include listening to people when they need someone to talk to, being kind to people, getting people involved when they are left out and being supportive

## **Equality**

Equality is ensuring people are not treated differently because of their protected characteristics (which are outlined by the 2010 Equalities Act – race, age, sex, disability, pregnancy and maternity, sexual orientation, gender reassignment, religion or belief and marriage and civil partnership). Equality does not necessarily mean treating people the same, but providing them with the same opportunities and rights

## **Bullying**

Bullying is the repetitive intentional hurting of another person by another person or group. Bullying can be physical, verbal, emotional or online.

Bullying IS NOT: falling out with friends, sometimes wanting to be on your own or with different friends or sometimes disagreeing with someone

## **‘Banter’**

Banter is the playful and friendly exchange of teasing remarks. However, banter isn’t always funny and can cause others to be upset or offended. Sometimes, what people think is banter is actually more serious, and it can lead to bullying and/or discrimination; sometimes banter between friends is ok, and we will be careful to think about where the line is

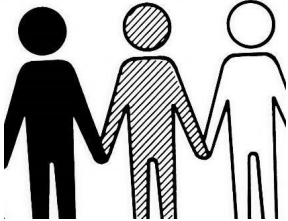

## **Discrimination**

Discrimination is the unfair treatment of anyone on the basis of different categories, like race, gender, sexual orientation, disabilities, wealth etc.



## Language – that can cause hurt or offence

We want people in our community to be aware of the language they use, and the impact it can have on others. Some language is not appropriate in school:

<p><b>Homophobic, and misuse of the word 'gay'</b></p> 	<p><b>Biphobic:</b> The fear or dislike of someone who identifies as bi based on prejudice or negative attitudes, beliefs or views about bi people. Biphobic bullying may be targeted at people who are, or who are perceived to be, bi.</p>	<p><b>Transphobic:</b> The fear or dislike of someone based on the fact they are trans, including the denial/refusal to accept their gender identity.</p>
<p><b>Stereotypes of gender or sexuality</b> for example 'man up' or 'don't be a girl.'</p>	<p><b>Sexist or misogynistic</b> (prejudice against someone because of their sex; being prejudice to or treating women differently)</p>	<p><b>Racist</b></p> 

<b>Derogatory language about a disability or special needs</b>	<b>Intentional misuse of religious terminology and blasphemy:</b> insulting language about religion.	<b>Negative language about someone's physical body and/or mental health</b> (including hair colour, or saying someone is 'psycho' or calling some schizophrenic
--	---	--

Sometimes we make mistakes with language, and we might accidentally say something that offends someone. If you are unsure about what language is and is not appropriate, just ask!



## The use of social media and phones

It is important to us that people in our community use social media in a respectful way.

### Do:

- Enjoy social media and using phones sensibly and responsibly
- Keep your language respectful at all times
- Speak to people online the way you would speak to them in real life
- Report anything you are worried or upset about – call out behaviour you do not think is ok

### Don't:

- Post or send hurtful, offensive, explicit, discriminatory, aggressive or harmful content
- Bully or discriminate against someone online or in messages
- Hide behind your keyboard – if you wouldn't say it to someone's face, don't say it online
- Share private information or photos of other people without their permission
- Be careful of posting your location online

## **Remember online harassment and sharing inappropriate content is against the law.**

### **Bystanders**

We want everyone in our school community to openly celebrate diversity and challenge any behaviour or language which is discriminatory or offensive. We do not want anyone to be a bystander to bullying or hate incidents. We want everyone to be able to call out behaviour or language that they do not want to see or hear in our school.

If you see or hear anything which could be perceived as discrimination or bullying, it is your responsibility to tell a member of staff. You could also try talking to the person doing it to educate them about why they did/said was wrong (if it is safe for you to do so). You should also support the victim of the incident in an appropriate way.

Once you tell a member of staff, they will follow procedures outlined in our school policies (for example our equalities policy) to deal with the incident. You don't have to worry about 'snitching' because you can pass on your concerns anonymously in the E Team worry box (next to the attendance office), or tell the staff member if you are worried about reporting something.

### **Support –inside and outside of school**

**We want everyone in our school community to know where to go for help or support when they need it. These are some of our suggestions:**

#### **INSIDE**

##### **School Nurse**

Debbie Chalke (Tuesday lunchtimes, or text her)

##### **Off the Record** listeners and counsellors

Mr Mann/Head of House/Tutors

Safeguarding Team/Any member of staff you trust

E Team - Anti-bullying ambassadors

E Team - anonymous worry box

#### **OUTSIDE**

##### **Kooth**

[www.kooth.com](http://www.kooth.com)

##### **Off the Record**, Manvers Street, Bath

BA1 1JW

[www.offtherecord-banes.co.uk](http://www.offtherecord-banes.co.uk)

**Stonewall**

[www.stonewall.org.uk/help-and-advice](http://www.stonewall.org.uk/help-and-advice)

**Childline** 0800 1111

**Samaritans** 116123

**Young Minds**

[www.youngminds.org.uk](http://www.youngminds.org.uk)

**Project 28** for drugs or alcohol related issues

[www.dhi-online.org.uk/get-help/young-peoples-drug-alcohol-services/bath-north-east-somerset-project-28](http://www.dhi-online.org.uk/get-help/young-peoples-drug-alcohol-services/bath-north-east-somerset-project-28)

28 Southgate Street, Bath BA1 1TP

**GP**

Your GP can listen to you confidentially

This charter has been agreed upon, and will be upheld by the whole school community, represented here by:

Headteacher (on behalf of staff)

Chair of Governors

.....

.....

Head Boy and Girls (on behalf of pupils)

PTA member (on behalf of parents)

.....

.....

.....

Executive Headteacher (on behalf of Midsomer Norton Schools Partnership)

.....