



CITY OF BIRMINGHAM EDUCATION DEPARTMENT

**BASKERVILLE SCHOOL**

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# **PUBLIC SECTOR EQUALITY DUTY STATEMENT**

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## **BASKERVILLE SCHOOL - PUBLIC SECTOR EQUALITY DUTY STATEMENT**

**Date Reviewed:** August 2025

**Next Review:** August 2026

Baskerville School, Fellows Lane, Harborne, Birmingham, B17 9TS

Telephone: 0121 427 3191

## VISION STATEMENT

To provide an outstanding, inclusive educational provision, to prepare students for a fulfilled life.

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## 1. INTRODUCTION AND LEGAL FRAMEWORK

### 1.1 Our Commitment

At Baskerville School, we are committed to promoting equality, diversity, and inclusion for all members of our school community. We recognise that everyone has the right to be treated with dignity and respect, regardless of their background or characteristics.

### 1.2 Legal Obligations

This statement demonstrates our compliance with the Public Sector Equality Duty (PSED) under Section 149 of the Equality Act 2010, which requires public bodies to have due regard to the need to:

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

### 1.3 Protected Characteristics

The Equality Act 2010 protects individuals from discrimination based on the following characteristics:

- **Age** (for employment purposes, not pupils)
  - **Disability** (physical or mental impairment with substantial long-term adverse effect)
  - **Gender reassignment** (undergoing, proposing to undergo, or having undergone gender reassignment)
  - **Marriage and civil partnership**
  - **Pregnancy and maternity**
  - **Race** (including colour, nationality, ethnic or national origins)
  - **Religion or belief** (including lack of religion or belief)
  - **Sex** (male or female)
  - **Sexual orientation**
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## 2. SCHOOL CONTEXT AND STUDENT POPULATION

### 2.1 Our School Community

Baskerville School is a specialist school for students with autism spectrum conditions. Our diverse community includes students with a range of additional needs and characteristics, reflecting the rich diversity of our local community.

### 2.2 Students with Disabilities

Our school population includes students with various disabilities and conditions associated with autism, including:

- **Autism spectrum conditions** (primary need area)
- **Attention Deficit Hyperactivity Disorder (ADHD)**
- **Global developmental delay**
- **Diabetes**
- **Asthma**
- **Epilepsy**
- **Mental health conditions**

- **Sensory impairments**
- **Physical disabilities**
- **Communication and interaction difficulties**

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### 3. OUR EQUALITY PRINCIPLES AND VALUES

#### 3.1 Core Values

We carry out our daily work guided by the following principles:

1. **Fairness and Respect:** Everyone is treated fairly and with dignity, recognising individual needs and circumstances
2. **Safe Environment:** Our school is a safe, secure and stimulating place for all students, staff, and visitors
3. **Individual Needs:** We understand that treating people equally does not always mean treating them the same
4. **Additional Support:** Some students need extra support to achieve success, and we provide this without discrimination
5. **Inclusive Decision-Making:** We consult with students, parents/carers, staff, and community members in our decisions
6. **Zero Tolerance:** No one experiences harassment, less favourable treatment, or discrimination because of any protected characteristic

#### 3.2 Anti-Discrimination Commitment

We aim to ensure that no one experiences discrimination, harassment or victimisation because of:

- Their age (staff and visitors)
- Any disability they may have
- Their ethnicity, colour or national origin
- Their gender or gender identity
- Gender reassignment status
- Marital or civil partnership status
- Pregnancy or maternity
- Their religion, beliefs, or lack thereof
- Their sexual orientation

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### 4. ELIMINATING DISCRIMINATION AND PROHIBITED CONDUCT

#### 4.1 Types of Prohibited Conduct

We actively work to eliminate all forms of prohibited conduct:

**Direct Discrimination:** Less favourable treatment because of a protected characteristic

**Indirect Discrimination:** Policies or practices that disadvantage people with protected characteristics

**Harassment:** Unwanted conduct that violates dignity or creates hostile environments

**Victimisation:** Less favourable treatment for making equality-related complaints or supporting others

#### 4.2 Our Actions

- **Policy Review:** All policies explicitly consider equality implications and are regularly updated
- **Staff Training:** Regular training on equality, diversity, and inclusion for all staff members
- **Incident Monitoring:** We record and act upon racist, homophobic, transphobic, and other discriminatory incidents

- **Reporting Systems:** Clear procedures for reporting concerns, with termly reports to Governors and Local Authority
- **Complaint Procedures:** Robust systems for addressing discrimination complaints promptly and effectively

#### 4.3 Bullying Prevention

We deal promptly and effectively with all incidents of bullying and harassment, including cyber-bullying and prejudice-based bullying related to any protected characteristic. We maintain detailed records and monitor the impact of our interventions.

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### 5. ADVANCING EQUALITY OF OPPORTUNITY

#### 5.1 Removing Disadvantages

We work to remove or minimise disadvantages suffered by people because of their protected characteristics by:

- **Accessibility Planning:** Regular audits and improvements to physical and curriculum accessibility
- **Reasonable Adjustments:** Proactive adjustments for students and staff with disabilities
- **Targeted Support:** Additional support for underrepresenting or disadvantaged groups
- **Curriculum Adaptation:** Flexible delivery methods to meet diverse learning needs
- **Resource Allocation:** Ensuring equitable access to facilities, equipment, and opportunities

#### 5.2 Meeting Different Needs

We recognise that students from different backgrounds may have different needs:

- **Cultural and Religious Needs:** Flexible arrangements for prayer times, dietary requirements, and religious observances
- **Language Support:** Additional support for students with English as an additional language
- **SEND Provision:** Comprehensive support through Individual Healthcare Plans and Education, Health and Care Plans
- **Mental Health Support:** Dedicated resources for emotional and mental health needs
- **Family Circumstances:** Understanding and support for various family structures and situations

#### 5.3 Encouraging Participation

We actively encourage participation from all groups through:

- **Student Voice:** Student Equalities Committee and regular consultation processes
  - **Parent Engagement:** Inclusive parent involvement strategies accommodating different needs
  - **Community Links:** Partnerships with local community groups and organisations
  - **Activity Access:** Ensuring all students can participate in trips, activities, and enrichment opportunities
  - **Leadership Opportunities:** Encouraging students from all backgrounds to take on leadership roles
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## 6. FOSTERING GOOD RELATIONS

### 6.1 Promoting Understanding

We foster good relations between different groups through:

- **Curriculum Content:** Teaching that celebrates diversity and promotes understanding of different cultures, religions, and ways of life
- **Assembly Themes:** Regular assemblies addressing equality, diversity, and community cohesion
- **Cultural Events:** Celebrating festivals and awareness days from different cultures and communities
- **Community Partnerships:** Links with local faith groups, cultural organisations, and community groups
- **Peer Education:** Students supporting each other across different backgrounds and characteristics

### 6.2 Addressing Tensions

When tensions arise between different groups, we:

- Provide mediation and conflict resolution support
- Deliver targeted education about respect and understanding
- Work with families and community leaders to resolve issues
- Monitor and evaluate the effectiveness of interventions
- Learn from incidents to prevent recurrence

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## 7. MONITORING AND DATA ANALYSIS

### 7.1 Data Collection and Analysis

We maintain accurate records of protected characteristics for students and staff (where appropriate and legal) to:

- **Academic Achievement:** Monitor progress and outcomes across different groups
- **Attendance Patterns:** Identify and address any disparities in attendance
- **Behaviour Incidents:** Analyse exclusion and behaviour data for potential bias
- **Participation Rates:** Ensure equal access to opportunities and activities
- **Staff Recruitment:** Monitor diversity in our workforce

### 7.2 Action Based on Data

Our data analysis informs:

- **Targeted Interventions:** Specific support for underachieving groups
- **Resource Allocation:** Directing resources where most needed
- **Policy Adjustments:** Modifying policies based on impact evidence
- **Staff Development:** Training needs identification
- **Strategic Planning:** Long-term equality objectives

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## 8. GOVERNANCE AND ACCOUNTABILITY

### 8.1 Leadership Commitment

**Senior Leadership Team:** Takes overall responsibility for equality implementation and outcomes

**Governing Body:** Receives termly equality reports and holds leadership to account

**Designated Governor:** Specific governor responsible for equality oversight

**Staff Equalities Committee:** Established in Autumn 2022 to drive inclusion initiatives

**Student Equalities Committee:** Established in Spring 2023 to ensure student voice in equality matters

## 8.2 Staff Responsibilities

**All Staff:** Understand and implement equality duties in their daily work

**Teaching Staff:** Deliver inclusive curriculum and model inclusive values

**Support Staff:** Provide equitable support to all students

**Leaders:** Model inclusive leadership and create inclusive cultures

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## 9. EQUALITY OBJECTIVES 2025-2026

### 9.1 Objective 1: Improve Educational Outcomes

**Target:** Reduce achievement gaps between different groups of students

**Actions:** Targeted interventions, differentiated teaching strategies, additional support

**Success Measures:** Progress data analysis, reduced gaps in attainment

**Review:** Termly progress reviews with governors

### 9.2 Objective 2: Enhance Inclusive Culture

**Target:** Increase student, staff, and parent confidence in reporting discrimination

**Actions:** Awareness campaigns, training programmes, clear reporting procedures

**Success Measures:** Increased reporting, effective resolution of incidents

**Review:** Annual survey feedback, incident analysis

### 9.3 Objective 3: Strengthen Community Engagement

**Target:** Increase participation from underrepresented groups in school activities

**Actions:** Targeted outreach, barrier removal, flexible arrangements

**Success Measures:** Participation data, feedback from different groups

**Review:** Regular community feedback sessions

### 9.4 Objective 4: Develop Staff Diversity and Inclusion

**Target:** Recruit and retain a diverse workforce reflecting our community

**Actions:** Inclusive recruitment practices, professional development opportunities

**Success Measures:** Workforce diversity data, staff satisfaction surveys

**Review:** Annual workforce analysis

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## 10. ACCESSIBILITY AND REASONABLE ADJUSTMENTS

### 10.1 Physical Accessibility

- **Building Access:** Ramps, lifts, accessible toilets, and clear signage
- **Sensory Considerations:** Appropriate lighting, acoustics, and sensory break spaces
- **Assistive Technology:** Screen readers, communication aids, and adaptive equipment
- **Emergency Procedures:** Accessible evacuation plans and Personal Emergency Evacuation Plans (PEEPs)

### 10.2 Curriculum Accessibility

- **Flexible Delivery:** Multiple teaching methods to accommodate different learning styles
  - **Alternative Formats:** Materials in large print, audio, visual, and digital formats
  - **Communication Support:** Sign language interpreters, communication aids, and symbols
  - **Assessment Adaptations:** Modified assessment methods and reasonable adjustments
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## **11. SPECIFIC PROVISIONS FOR PROTECTED CHARACTERISTICS**

### **11.1 Disability Support**

- Comprehensive reasonable adjustments as required by law
- Individual risk assessments and support plans
- Auxiliary aids and services provision
- Regular review and updating of support measures

### **11.2 Gender Identity and Sexual Orientation**

- Inclusive policies for students undergoing gender reassignment
- Safe spaces and appropriate facilities
- Anti-homophobic and anti-transphobic bullying measures
- Staff training on LGBTQ+ issues

### **11.3 Race and Ethnicity**

- Culturally responsive teaching approaches
- Celebration of diverse cultures and heritage
- Addressing racial bias in behaviour and achievement
- Strong anti-racism policies and procedures

### **11.4 Religion and Belief**

- Accommodation of religious observances
- Respectful exploration of different belief systems
- Prayer facilities and dietary accommodations
- Clear policies on religious symbols and dress

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## **12. TRAINING AND PROFESSIONAL DEVELOPMENT**

### **12.1 All Staff Training**

- **Equality Act 2010:** Understanding legal duties and obligations
- **Unconscious Bias:** Recognising and addressing implicit bias
- **Inclusive Teaching:** Strategies for inclusive classroom practice
- **Mental Health:** Supporting student emotional and psychological wellbeing

### **12.2 Specialist Training**

- **SEND-Specific Training:** Understanding autism and associated conditions
- **Safeguarding:** Recognising additional vulnerabilities in our student population
- **Behaviour Support:** Inclusive approaches to managing challenging behaviour
- **Family Engagement:** Working with diverse families and communities

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## **13. PARTNERSHIPS AND COMMUNITY ENGAGEMENT**

### **13.1 External Partners**

- **Local Authority:** Birmingham City Council equality and inclusion services
- **Healthcare Providers:** NHS services and specialist clinicians
- **Voluntary Sector:** Disability rights organisations and advocacy groups
- **Faith Communities:** Local religious groups and interfaith networks
- **Cultural Groups:** Ethnic minority community organisations

### **13.2 Parent and Carer Engagement**

- **Inclusive Communication:** Multiple languages, formats, and channels
  - **Flexible Meeting Arrangements:** Accommodating different needs and circumstances
  - **Cultural Sensitivity:** Understanding diverse family values and expectations
  - **Advocacy Support:** Helping families navigate systems and access services
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## 14. COMPLAINTS AND CONCERNS

### 14.1 Reporting Discrimination

Anyone experiencing or witnessing discrimination can report concerns through:

- **Direct approach** to class teacher, senior staff, or headteacher
- **Student Equalities Committee** for peer support and advocacy
- **Governing Body** for serious concerns about school leadership
- **External agencies** including Local Authority and Ofsted where appropriate

### 14.2 Resolution Process

- **Immediate Safety:** Ensuring the safety and wellbeing of those involved
- **Investigation:** Thorough, impartial investigation of all concerns
- **Action Planning:** Clear actions to address issues and prevent recurrence
- **Follow-up:** Regular monitoring to ensure effectiveness of interventions
- **Learning:** Using incidents to improve policies and practices

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## 15. MONITORING, EVALUATION, AND REVIEW

### 15.1 Regular Review Process

- **Termly:** Incident data, achievement gaps, and objective progress
- **Annual:** Full policy review, equality impact assessments, and objective setting
- **Ongoing:** Student, staff, and parent feedback through surveys and consultations
- **Strategic:** Long-term trends and emerging equality challenges

### 15.2 Success Indicators

- **Reduced Incidents:** Fewer reports of discrimination and harassment
- **Improved Outcomes:** Closing achievement gaps between different groups
- **Increased Satisfaction:** Positive feedback from students, staff, and families
- **Enhanced Participation:** Greater involvement from all community groups
- **Cultural Change:** Evidence of more inclusive attitudes and behaviours

### 15.3 Publication and Accessibility

This statement and supporting information is available:

- **School Website:** Dedicated equality and inclusion section
- **Paper Copies:** Available in reception and on request
- **Alternative Formats:** Large print, audio, and electronic versions
- **Translation:** Key information in community languages as needed

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## 16. CONTACT INFORMATION

### 16.1 Key Contacts

**Headteacher:** Allan Lacey- Headteacher - Overall responsibility for equality implementation

**Chair of Governors:** [Name] - Strategic oversight and accountability

**SENCO:** [Name] - SEND-specific equality matters

**Designated Equality Governor:** [Name] - Governing body equality champion

### 16.2 External Support

**Birmingham City Council Education Team:** General equality and inclusion support

**Birmingham Equality and Human Rights Network:** Community advocacy and advice

**Ofsted:** School inspection and compliance matters

**Equality and Human Rights Commission:** Legal advice and guidance

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**Next Review Date:** August 2026

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*This Public Sector Equality Duty Statement demonstrates Baskerville School's commitment to promoting equality, diversity, and inclusion for all members of our school community. It reflects current legislation and best practice, ensuring we meet our legal obligations while creating an environment where everyone can thrive.*

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**Document Version:** 2.0

**Approved by:** Governing Body

**Review Cycle:** Annual

**Related Policies:** Anti-Bullying Policy, SEND Policy, Safeguarding Policy, Behaviour Policy, Accessibility Plan