

Sherburn High School Statement on Equality

Sherburn High School always interacts with others with an attitude of deep respect. This respect is based on the essential human dignity of each person. There is no room in school for hatred, injustice, or a lack of charity or compassion. It is also true that all people have an inherent dignity and fundamental freedom that must be respected.

THE EQUALITY ACT 2010

The Act makes it unlawful to discriminate against, harass or victimise a student or potential student (subject to certain exceptions including those applying to schools with a religious character):

- In relation to admissions;
- In the way it provides education for students;
- In the way it provides students access to any benefit, facility or service; or by excluding a student or subjecting them to any other detriment.

Protected characteristics

It is unlawful to discriminate against a student or prospective student by treating them less favourably on the basis of the following protected characteristics:

- Age;
- Sex;
- Race;
- Disability;
- Religion or belief;
- Sexual orientation;
- Gender reassignment- this protection was introduced by the Act;
- Pregnancy or maternity – the Act extended this protection to students.

it is also unlawful to discriminate on the basis of association or perception i.e. because a person with whom the student or prospective student is associated has a protected characteristic, or if you think a person has a protected characteristic even if this is mistaken.

Therefore, at Sherburn High School, our shared vision is that we want members of our community to be:

- Skilled for the future
- Lifelong learners
- Emotionally resilient
- Confident
- Aspirational
- Open-minded
- Kind to themselves, others and their environment

Sherburn High School Equality Objectives

The following supporting objectives are underpinned by our annual School Development Plan.

Equality Objective 1: Achievement for All

We will:

- 1a) Evaluate the achievement of all student groups, including the aspects of ethnicity, sex, economic background and special educational needs;
- 1b) Use the evaluation to shape specific intervention, CPD and School Improvement work to ensure achievement for all is achieved
- 1c) To continue to improve access for children and adults with physical and SEN disabilities (see below)

Equality Objective 2: Staff and Student Wellbeing

We will:

- 2a) We will work towards all students feeling a sense of belonging through the year and House systems;
- 2b) Alongside the school priority of reducing the use of suspensions to zero, students with protected characteristics should not be overrepresented in any suspensions used, analysis of data to evaluate our efforts to ensure this will be taken
- 2c) We will actively promote and monitor the effectiveness of the school's PSCHE/RSHE programme to evaluate its impact upon students' awareness of the following:
 1. LGBT issues
 2. British values:
 - a. Democracy
 - b. The rule of law
 - c. Individual liberty
 - d. Mutual respect and tolerance of those with different faiths and beliefs
 3. Protected characteristics
- 2d) Alongside the school priority of reducing the instances of bullying to zero, students with protected characteristics should not be over-represented in recorded instances of bullying.
- 2e) Ensure planned residential trips and activities are appropriately inclusive and offer equality of access and experience

Contents

[Statement of intent](#)

1. [Planning duty 1: Physical environment](#)
2. [Planning duty 2: Curriculum](#)
3. [Planning duty 3: Information](#)

Statement of intent

This plan should be read in conjunction with the **School Development Plan** and outlines the proposals of the governing body of Sherburn High School to increase access to education for students with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which students with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which students with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other students, to students with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the student's disabilities and the views of the parents/carers and student. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of students
- The headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its students, and where the school has undergone a refurbishment.

Planning duty 1: Physical environment

	Issue	What	Who	When	Outcome	Review
Objective 1	Signage	Increased signage across school site	MWN	Ongoing	Movement around the site is eased due to improved signage	Sept 26
Objective 2	Stair-nosing needs to be clearly marked.	Visible nosing to all staircases. refurb of stair-cases	MWN	Ongoing	Clear identification of stairs for visually impaired stakeholders.	Sept 26
Objective 3	Review School physical environment inside and out	Improvements are identified and added to the long-term plan.	RHH, MWN, SENCO, RMH	Ongoing	The school site is reviewed so that it meets the physical needs of staff and students.	Annual review to plan updates - see scheme of works

Planning duty 2: Curriculum

	Issue	What	Who	When	Outcome criteria	Review
Objective 1	To develop classroom teaching and learning of adaptive teaching to improve access to the curriculum for all.	Whole school training focus on adaptive teaching Access to provision maps for staff	SLT CPD lead	Sept 2023	Outcomes for students with SEND are in line with their peers	On-going in line with MSER cycle
Objective 2	To develop a reading culture that ensures a successful reading curriculum and intervention programme	Period 1 dedicated reading time PiXL reading intervention Whole school awareness of events eg World Book Day	Class teachers Form tutors School librarian	Relaunch PiXL Sept 2024 See CPD cycle and whole school reading events	improved achievement outcomes for students with reading ages initially identified as 'very weak' or 'below average' readers.	Termly review - see Strategic Plan and reporting cycle
Objective 3	The school develops its trauma informed approach	Personal Development curriculum Staff training	Form tutors and Ast Head i.c. Personal Development All staff	From Sept 2023	Staff are confident in identifying pupils who have experienced trauma or exhibit emotional barriers to learning - All staff can make adjustments to the curriculum and	On-going

		Key staff developed as Wellbeing Ambassadors and Nurture School trained	Wellbeing Apprentices, SENCO and Ast Head		provision to respond to the individual needs of pupils and ensure that they are included	
--	--	---	---	--	--	--

Planning duty 3: Information

	Issue	What	Who	When	Outcome criteria	Review
Objective 1	Ensure staff are aware of student information	Launch Provision Maps and one Page Profiles	SENCO / Inclusion Manager	Sept 24	All staff aware of requirements	On-going
Objective 2	Staff training	Enhance relevant staff skills on specific student needs Upskilling GTAs through the Levy route.	SENCO / Inclusion Manager	Inset days and CPD hours	Adaptive teaching evidenced Intervention delivers impact	As above