



Equality Information and Objectives Policy

Adopted/Reviewed: Jan 2022

Date of Next Review: Jan 2025

Signed:
(Head Teacher)

Date:

Signed:
(Chair of Governors)

Date:

Equality Information and Objectives Policy

Legal framework

1. STAR MAT welcomes its duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Guiding principles

4. In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- Whatever their age;
- Whether or not they are disabled;
- Whatever their ethnicity, culture, national origin or national status;
- Whatever their gender and gender identity;
- Whatever their religious or non-religious affiliation or faith background;
- Whatever their sexual identity.

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- Age;
- Disability; so that reasonable adjustments are made;
- Ethnicity; so that different cultural backgrounds and experiences of prejudice are recognized;
- Gender;
- Religion, belief or faith background;
- Sexual identity.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- Mutual respect and good relations between persons of different gender and an absence of sexual, homophobic and ageist harassment

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- Whatever their age
- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- People of different gender
- Younger and older people
- People with differing sexual identities

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- Persons of different ages;
- Disabled people as well as non-disabled;
- People from a range of ethnic, cultural and religious backgrounds;
- People of all gender;
- Persons of different sexual orientation.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- Older as well as younger people;
- Disabled people as well as non-disabled;
- People of a wide range of ethnic, cultural and religious backgrounds;
- People of different gender;
- Persons with different sexual identities.

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- Age;
- Disability;
- Ethnicity, religion and culture;
- Gender;
- Sexual identity.

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in, which we have been involved (principle 7), in relation to:

- Age;
 - Disability;
 - Ethnicity, religion and culture;
 - Gender;
 - Sexual identity.
5. We recognise that the actions resulting from a policy statement such as this are what make a difference.
 6. Every three years, accordingly, we draw up an action plan within the framework of the overall School Improvement Plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.
 7. We keep our equality objectives under review and report annually on progress towards achieving them.

The curriculum

8. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the seven principles set out in paragraph 4 above.

Ethos and organisation

9. We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:
 - Students' progress, attainment and achievement;
 - Students' personal development, welfare and well-being;
 - Teaching styles and strategies;
 - Admissions and attendance;
 - Staff recruitment, retention and professional development;
 - Care, guidance and support;
 - Behaviour, discipline and exclusions;
 - Working in partnership with parents, carers and guardians;
 - Working with the wider community.

Addressing prejudice and prejudice-related bullying

10. The Trust is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1-3:
 - Prejudices around disability and special educational needs;
 - Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum;
 - Prejudices reflecting sexism, ageism, homophobia, bi-phobia and trans-phobia (or any other form of gender discrimination).
11. There is guidance in staff handbooks on how prejudice-related incidents should be identified, assessed, recorded and dealt with.
12. We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Roles and responsibilities

13. Our Local Governing Bodies (LGBs) are responsible for ensuring that the schools in STAR MAT comply with legislation and that this policy and its related procedures and action plans are implemented.
14. A member of the LGB has a watching brief regarding the implementation of this policy.
15. The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
16. A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.
17. All staff are expected to:
 - Promote an inclusive and collaborative ethos in their classroom;
 - Deal with any prejudice-related incidents that may occur;
 - Plan and deliver curricula and lessons that reflect the principles in paragraph 4 above;
 - Support students in their class for whom English is an additional language;

- Keep up-to-date with equalities legislation relevant to their work.

Information and resources

18. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all students and their parents and carers.
19. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

20. We respect the religious beliefs and practice of all staff, students and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

21. We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the policy

22. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

Monitoring and evaluation

23. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.
24. In particular we collect, analyse and use data in relation to achievement, broke down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

Features of the model

1. The model contains the following features.

- The term ethnicity is used in preference to race or racial group, on the grounds that it better reflects the intentions and concerns of race relations legislation.
 - There are references where appropriate to religious affiliation and identity.
 - There are references where appropriate to sexual identity and to challenging homophobia and ageism.
 - The duty to promote community cohesion is integrated into the policy particularly but not only in the third of the seven principles.
 - Age, disability, ethnicity, gender, religion and sexuality are referred to in alphabetical order, not in the order in which legislation requiring equality schemes and policies was introduced.
 - The phrasing at certain points reflects the specific duties required by the Equality Act 2010, particular the duties to publish information (principle 8), to engage with interested groups and individuals (principle 6), and to formulate and publish objectives (principle 9).
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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 PSICHE/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

Sherburn High School's Action Plan

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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

Governing bodies should undertake an audit of the extent to which students with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account students' disabilities and the preferences of the students themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
Short term	Signage	Increased signage across school sight	MWN	Ongoing	visually impaired will be able to easily locate themselves	Sept 22
	Review School physical environment inside and out	improvements are identified and added to the long-term plan.	MWN	Easter 2022	Improved accessibility for all.	Sept 22
Medium term	Stair-nosing needs to be clearly marked.	Visible nosing to all staircases. refurb of stair-cases	MWN	Summer 22	Clear identification of stairs for visually impaired stakeholders.	Sept 22

Long term	Lack of access for stakeholders with mobility issues.	Ramp access required in to and from the quad area	MWN	Summer 23	improved access around school, in and out of the Quad area.	Summer 23
	No accessible toilet on the 1st floor	Identify and install an accessible toilet on the 1st floor.	MWN	Summer 23	1st floor accessible toilet facilities	Summer 23

Planning duty 2: Curriculum

	Issue	What	Who	When	Outcome criteria	Review
Short term	Staff awareness of student access to the curriculum	Ensure information is available on student needs	SENCO / Inclusion Manager	Sept 2021	Students have equal access to all curriculum areas	Jan 2022
Medium term	Staff training	Enhance relevant staff skills on specific student needs Upskilling GTAs through the Levy route.	SENCO / Inclusion Manager	Inset days and CPD hours	All needs met satisfactorily	June 2022
Long term	Ensure equality of opportunity and challenged to prejudice	Produce a curriculum plan by department and identify curriculum choices to ensure Achievement for All	All CLs with their departments	ongoing	Provision accessible to all students	Sept 2022

Governing bodies should undertake an audit of the extent to which students with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account students' disabilities and the preferences of the pupils themselves or their parents/carers.

Planning duty 3: Information

Governing bodies should undertake an audit of the extent to which students with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account students' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Ensure staff are aware of student information	Produce student profiles for relevant students and SEND bulletin.	SENCO / Inclusion Manager	Sept 2021	All staff aware of requirements	Jan 2022
Medium term	All communication is effective for parents, staff and students	Emails and briefings together with H2L team including training sessions on different communication methods CLs and Achievement share information and cascade to relevant teams	SENCO Inclusion Manager Curriculum Leaders Achievement Team	Sept 2021	Effective communication systems in place	June 2022
Long term	School communications are suitable for purpose	Review existing provision utilising suitable technology	SLT and supporting managers	June 2021	Communication is effective and consistent	June 2022

