



# Equality Information and Objectives

November  
2021



# AIMS

We seek to fulfil the needs of learners in a caring, happy environment, enabling them to realise their true potential as young people and citizens.

We aim to enable our learners to:-

**P**REPARE for adult life in a happy, caring and purposeful environment

**A**CHIEVE their full potential regardless of individual need

**C**CARE for everyone and encourage respect and tolerance

**E**NJOY education and rejoice in success



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### 1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

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

At The Whitby High School, equality is a key principle for treating all people the same irrespective of gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, socio-economic circumstances, age or any other protected characteristic (equality Act 2010). Protection against discrimination includes students who are pregnant or have recently given birth, or who are transgender or undergoing gender reassignment.

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community.

### 2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

### **3. Roles and responsibilities**

The Governing Body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, students and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and students
- Monitor success in achieving the objectives and report back to governors

The senior leadership team will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and students
- Report to the governors termly to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 9.

### **4. Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings and briefings.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate

### **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimizing disadvantages suffered by people which are connected to a particular characteristic they have (e.g. students with disabilities, or gay students who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim students to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how different groups of students are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own students

## **6. Fostering good relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, students will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Students will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of students within the school. For example, the student leadership team has representatives from different year groups and is formed of students from a range of backgrounds. All students are encouraged to participate in the school's activities, including extra-curricular clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## **7. Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to students with disabilities
- Has equivalent facilities for boys and girls

## **8. Progress Made**

- We achieved the Educate and Celebrate Good Practice Award for LGBT+ Work.
- We have met the Gatsby Benchmarks for Careers Guidance
- The Personal Development Curriculum has been improved with the introduction of Character Education, Pledges and greater Enrichment Opportunities.
- The uniform policy does not specify uniform by gender.
- Gender neutral leadership structure - Head Girl/Head Boy have been replaced with Head Students.
- As part of refurbishment gender neutral toilets have been created.
- The school follows non-gender biased pay scales (LA and National).
- Involvement of female leaders in the DfE pathfinder project on “Diversity in Leadership”
- Further accessible classrooms have been built to increase accessibility to subject specialist rooms.

## **9. Equality objectives 2021-22**

### **Objective 1**

Continue to develop all areas of the School’s Personal Development programme to ensure full participation of all groups of students, including those with protected characteristics in a broad range of activities and programmes.

Participation and progress will be monitored regularly from October 2021.

### **Objective 2**

Deliver intervention programmes (All on Board, Girls on Board, Men at Work) within and outside of the curriculum to promote and greater understanding of and respect for specific gender and sexuality related abuse. These will be in place by December 2021 and monitored regularly from thereafter.

### **Objective 3**

Adapt planning to ensure that all groups of students and students with protected characteristics receive guided access to an appropriate broad and challenging curriculum, (e.g. the E-Bacc suite of subjects). This will be in place by December 2021 for the next round of subject options.

### **Objective 4**

### **Objective 5**

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination prior to and during recruitment. This will have taken place by July 2022

### **Objective 6**

Improve the attendance rates of disadvantaged students by working collaboratively with MMU and CWAC on a pilot scheme to embed the EBSN (Emotionally Based School Non Attendance) programme. Stakeholder and action Research group will begin this work in September 2021 and data for the focus group will be reviewed monthly.

## **10. Monitoring arrangements**

The equality information and objectives will be updated at least every year.

The Governing Body will approve the equality information and objectives at least every year.

## **11. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Positive Relations Policy
- Anti-Bullying and Harassment Policy
- Children Looked after Policy
- Staff Code of Conduct
- Whistleblowing Policy
- British Values Policy

<b>Approved by:</b>	Full Governing Body	<b>Date:</b>
<b>Last reviewed on:</b>	1 November 2021	
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