

## The Whitby Secondary Partnership

# Equality Information and Objectives Policy

### Governance Status

This policy has been adopted by the Governing Body and will be reviewed annually.

Review dates	By Whom	Approval dates
June 2021	Staff and Governors	24 June 2021
September 2022		

Signed by the Chair:

*Pen Cruz*

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### 1. Aims

Our schools aim to meet their 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.

### 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/colleges.

### 3. Roles and responsibilities

The Principal/Headteacher will:

- ensure that staff and parents are informed about the Single Equality Scheme and equality objectives;
- ensure that the scheme is implemented effectively;
- manage any day to day issues arising from the policy whether for students or for their school as an employer;
- ensure all hate incidents are recorded, appropriately responded to and reported to the Local Authority;
- ensure staff have access to training which helps to implement the scheme;
- liaise with external agencies regarding the policy so that each school's actions are in line with the best advice available;
- monitor the scheme and report to the Governing Body at least annually, on the effectiveness of the policy and progress towards the equalities objectives;
- ensure that the senior team in each school are kept up to date with any development affecting the policy/action plan arising from the scheme;
- provide appropriate support and monitoring for all students and specific and targeted students to whom the scheme and equality objectives have direct relevance, with assistance from relevant agencies.

The Governing Body will:

- ensure that the schools comply with all relevant equalities legislation;
- recommend all governors receive up to date training in all the equalities and SEND duties;
- designate a governor with specific responsibility for the Single Equality Scheme and equalities objectives;
- establish that the action plans arising from the scheme are part of the schools' development plans;
- support the Principal and Headteacher in implementing any actions necessary;
- inform and consult with parents about the scheme;
- publish equality objectives every four years;
- evaluate the action plan annually;
- publish information at least annually.

The Senior Teams will:

- have general responsibility for supporting other staff in implementing this scheme;
- provide a lead in the dissemination of information relating to the scheme;
- identify good quality resources and CPD opportunities to support the scheme;
- with the Principal/Headteacher, provide advice/support in dealing with any incidents/issues;
- assist in implementing reviews of this scheme as detailed in the schools' development plans.

People with specific responsibilities (named):

- Assistant Principal - Safeguarding and SENCo (CCW) and Deputy Head Teacher and SENCo (Eskdale School) are responsible for maintaining and sharing with all the staff those vulnerable students and how their needs will be met;
- Business Manager/Senior Administrator - HR (CCW) and Line Managers (Eskdale School) are responsible for ensuring the specific needs of staff members are addressed;
- Assistant Principal - Assessment and Data (CCW) and Data Manager (Eskdale School) are responsible for gathering and analysing the information on outcomes of vulnerable students and staff;
- Assistant Principal - Safeguarding (CCW) and Deputy Head Teacher (Eskdale School) in liaison with the Pastoral Teams are responsible for recording, reporting and monitoring prejudice based and hate incidents;
- The governor responsible for publishing the SEN information report is Jane Mortimer

Parents/Carers will:

- have access to the equality objectives;
- be encouraged to support the scheme;
- have the opportunity to attend contribute to the development of the scheme;
- have the right to a personalised approach to meeting additional needs and a right to have their views taken into account;
- have the right to be informed of any incident related to this scheme which could directly affect their child.

Staff will:

- accept that this is a whole college/school issue and are expected to have regard to this document and to work to achieve the objectives as set out in section 8.
- be aware of the Equality Objectives and Policy and how it relates to them;
- be encouraged to express their views through a staff survey;
- make known any queries or training requirements

- know how to deal with incidents of concern, including bullying and how to identify and challenge bias and stereotyping;
- know procedures for reporting prejudice based and hate incidents;
- not discriminate on racial, disability or other grounds;
- keep themselves up to date with relevant legislation and attend training and information events organised by either school or the LA;
- ensure that students from all groups are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and through relations with students, staff, parents, and the wider community.

Students will:

- be encouraged to express their views and contribute where possible to the formulation of policies
- be made aware of any relevant part of the scheme, appropriate to age and ability;
- be expected to act in accordance with any relevant part of the scheme
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and racially motivated incidents;
- ensure the peer support programme within the schools promotes understanding and supports students who are experiencing discrimination.

Visitors and contractors are responsible for complying with the schools' Equality Schemes – non-compliance will be dealt with by the Principal/Headteacher.

#### **4. Eliminating discrimination**

The schools are aware of their obligations under the Equality Act 2010 and comply 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. Where this has been discussed during a meeting it is recorded in the meeting minutes.

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

The schools have 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 college aims to advance equality of opportunity by:

- removing or minimising 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 schools will:

- analyse attainment data each academic year showing how students with different characteristics are performing 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 schools aim 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 local faith groups to speak at assemblies, and organising educational trips and activities based around the local community;
- encouraging and implementing initiatives to deal with tensions between different groups of students within the schools. For example, the school councils having representatives from different year groups and being formed of students from a range of backgrounds. All students are encouraged to participate in each school's activities, such as sports clubs. The schools also work with parents to promote knowledge and understanding of different cultures

## 7. Equality considerations in decision-making

The schools ensure they have due regard to equality considerations whenever significant decisions are made.

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

- cuts across any religious holidays
- is accessible to students with disabilities
- has equivalent facilities for boys and girls

The schools will keep a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning college trips and activities. The record is to be completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

## 8. Equality objectives

Based on the equality information of the schools, which are as follows, there are a number of equality objectives that are being worked towards. Further details can be seen within the schools' development plans which are reviewed and updated annually.

Protected Characteristic	Student Population - Caedmon College Whitby and Whitby Sixth Form	Student Population - Eskdale School
Sex	Female – 53% Male – 47%	49.28% - Male 50.72% - Female
Race	89.39% WBRI 5.56% WENG 0.26% CHNE 0.13% REFU 0.13% ABAN 0.78% MOTH 0.26% MWBA 0.13% MWBC 0.13% MWAS 1.55% NOBT	96.71% White British 1.85% Any other White Background 0.6% Any other Mixed Background 0.21% Any other Asian Background 0.21% Pakistani 0.21% White and Black Caribbean 0.21% Unknown

	0.26% OEGY 0.39% WEEU 0.13% WTUK	
Disability	Yes – 2% No – 98%	0.41% Physical Disability 1.85% Other Difficulty/Disability 0.2% Profound and Multiple Learning Disability 97.5% No Declared Disability
Religion/Belief	38.2% No religion 5.0% Unclassified 30.1% Anglican 10.9% Christian 0.1% Other 0.5% Methodist 0.5% Muslim 4.7% Roman Catholic 0.3% Other religion	56.8% Christian 0.2 % Buddhist 18% No Religion 25% Unknown
Sexual Orientation	Data not collected	Data Not Gathered
Gender Reassignment	Data not collected	Data Not Gathered

### Objective 1

Promote awareness of equality and diversity across all groups and protected characteristics.

Why we have chosen this objective:

We believe this is a crucial part of a young person's education and will ensure they are aware of the wider society and their legal obligations within this.

To achieve this objective we plan to:

Address knowledge and understanding of this throughout our PSHCE programme at repeated intervals as well as through assemblies and citizenship programmes.

Progress we are making towards this objective:

The PSHCE, assembly and citizenship programmes are planned and the delivery of these has begun, although disrupted during 2019-20 and 2020-21 due to the Covid-19 pandemic.

### Objective 2

Monitor and promote the involvement of groups in activities; from extra-curricular to student leadership.

Why we have chosen this objective:

We believe it is important that all activities within the college are available and open to all students and that it is our duty to promote, monitor and address where we feel this may not be being achieved.

To achieve this objective we plan to:

Carefully document and track the attendance and involvement of students within groups and activities and monitor this to ensure that there are no impediments to participation, e.g. cost, distance, attitude.

Progress we are making towards this objective:

Formal tracking needs to be started. Principles and beliefs have been shared.

### Objective 3

To improve the accessibility of the college for all; students, staff and visitors and make the schools and Whitby Sixth Form a welcoming and open environment.

Why we have chosen this objective:

We believe it is vital that everybody is able to access quality education, regardless of their physical or mental capacity. To this end we are working to make our college an accessible place for all people of all abilities.

To achieve this objective we plan to:

Create accessible spaces through the use of ramps, lifts and removing unnecessary steps. Ensure the signage is clear and legible and work towards being accessible to people of partial sight. Meet the needs of people who have hearing loss, both within the student, staff and visitor communities.

Progress we are making towards this objective:

The College and Sixth Form has installed lifts where necessary and other accessible ramps and lifts for people who are physically disabled. Training and provision has been made to meet the needs of students who suffer from hearing and or vision loss. Further work will be commissioned where possible to suit individual students' accessibility needs.

#### **Objective 4**

To reduce the incidences of homophobic, sexist, racist and discriminatory language by students at the schools and at Whitby Sixth Form.

Why we have chosen this objective:

We believe the schools and Whitby Sixth Form should be safe spaces for all students and be free from discrimination and prejudice. We are aware that to achieve this we need to promote the right attitudes and vigorously tackle through education where this is not shown.

To achieve this objective we plan to:

Track incidences and intervene with students where necessary. Ensure that all staff act as role models

Progress we are making towards this objective:

#### **9. Monitoring arrangements**

The Principal and Headteacher will arrange for updates to the equality information published, described in sections 4-7 above, at least every year.

This document will be reviewed and approved by the Governing Body annually.

#### **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Health & Safety Policy
- SEN Policy