



MAIDENHILL SCHOOL

EQUALITY INFORMATION AND OBJECTIVES (Accessibility Plan)

MANAGEMENT RESPONSIBILITY: Headteacher

RATIFIED: 27th June 2022

AUTHORISED SIGNATORY: _____
Eric Dawson, Chair of Governors

REVIEW DUE: June 2024
Policy allocation: LA Governor

Contents

| | |
|--|---|
| 1. Aims..... | 2 |
| 2. Legislation and guidance | 2 |
| 3. Roles and responsibilities | 2 |
| 4. Eliminating discrimination | 3 |
| 5. Advancing equality of opportunity | 3 |
| 6. Fostering good relations..... | 4 |
| 7. Equality considerations in decision-making..... | 4 |
| 8. Equality objectives | 5 |
| 9. Monitoring arrangements..... | 6 |
| 10. Links with other policies | 6 |

Context:

Maidenhill is the only secondary school in the town of Stonehouse. It has several local competitor schools as well as the selective schools based in Stroud which take a significant proportion of students at the upper end of the ability range. The school serves an area that is largely white working class and the majority of students are described as White British or White. Typically, the school has a larger percentage of students with Special Educational Needs than the national average but is broadly in line with national average with regard to the number of Pupil Premium students.

1. Aims and Values

Maidenhill's ethos is to be a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all students to maximise their potential regardless of age, gender, race, colour, religion, belief, sexual orientation or disability. We endeavour to promote positive relationships with parents, carers, governors and members of the wider community.

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
- Promote fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths or no faith

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

It is the **Governing Body's** responsibility to:

- ensure that the school complies with equality legislation
- meet requirements to publish equality schemes
- monitor that Maidenhill's statement and objectives and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans
- scrutinize the recording and reporting procedures at least annually

- set the school's admissions policy, which, consistent with this policy, must be fair and equitable in its treatment of all groups
- monitor attendance and take appropriate action where necessary
- have equal opportunities in staff recruitment and professional development and membership of the Governing Body
- provide information in appropriate, accessible formats
- be involved in dealing with serious breaches of the policy

It is the **Head Teacher's** responsibility to:

- ensure steps are taken to address the school's stated equality objectives
- implement the policy and its strategies and procedures on a day to day basis
- ensure that all staff know their responsibilities (e.g. through the staff handbook and via access to policies on the shared server) and receive support including appropriate and relevant continuous professional development and training in carrying out these
- actively challenge and take appropriate action in any cases of discriminatory practice
- deal with any reported incidents of harassment or bullying in line with LA guidance
- enable reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school

It is the responsibility of **all staff** to:

- take account of students' experiences and starting points and be responsive to students' learning needs
- be vigilant in all areas of the school for any type of harassment and bullying
- deal effectively with all incidents from overt name-calling to the subtler forms of victimisation caused by perceived differences
- identify and challenge bias and stereotyping within the curriculum and in the school's culture
- promote equality and good relations and not discriminate on grounds of ethnicity, gender, gender identity, disability, religion, belief, socio-economic background, age and sexual orientation
- promote an inclusive curriculum and whole school ethos which reflects our diverse society
- ensure the classroom is an inclusive environment in which all students feel all contributions are valued and where positive steps are taken to include students who may otherwise be marginalized
- include collaborative learning where students will be encouraged to question, discuss and collaborate in problem solving tasks
- keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources

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. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on their responsibilities to ALL students as part of their induction, and this remains a key focus throughout all levels of staff meetings.

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 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/staff 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 clubs)

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

- Publish attainment data each academic year showing how students with different characteristics 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 through our Learning for Life and Ethics and Philosophy courses, and 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/or in lessons, 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, our school council has representatives from different year groups and is formed of students from a range of backgrounds, abilities etc. All students are encouraged to participate in the school's activities, such as inter-community activities. We also work with parents/carers 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 putting in place reasonable adjustments wherever possible
- Has equivalent facilities for boys and girls

The school keeps a written record to show student participation and staff and governors monitor this throughout the year. Through our commitment to Ethical Leadership and the Equality Act, we have actively considered our equality duties and asked ourselves relevant questions. Governors' minutes reflect this process.

8. Equality objectives

Objective 1: Have in place any reasonable adjustments for any new Year 7 students who have additional physical needs, by September in each year

Why we have chosen this objective: We have a higher number of students with EHCPs starting each year, several of whom have complex needs, and we need to ensure their transition to secondary school is smooth.

To achieve this objective we plan to: Liaise with feeder primary schools and SENDCo, then discuss transition in detail with parents/carers.

Progress we are making towards this objective: The SENDCo has already started liaison and has attended a number of EHCP reviews in their Year 5 in preparation.

Objective 2: Improve attendance of disadvantaged students

Why we have chosen this objective: Our data shows that the attendance of this group of students is below that of other students.

To achieve this objective we plan to: Focus the work of our Attendance Officer on this cohort of students, working with students and parents/carers.

Progress we are making towards this objective: We have shown that this strategy can make a difference, but the difference needs to be sustainable and manageable.

Objective 3: Improve the outcomes of disadvantaged students

Why we have chosen this objective: Our disadvantaged students, and in particular students with SEND and/or students who receive Free School Meals do not yet perform in line with all students in all subjects.

To achieve this objective we plan to: Focus our interventions on removing barriers for these students. The focus will form part of the termly meetings between subject leaders and teachers and interventions will be bespoke to the individual students in that subject. Progress we are making towards this objective: Progress meetings are scheduled on staff timetables and progress meetings are being quality assured by senior leaders.

Objective 4: Improve the oracy of students from disadvantaged backgrounds, by increasing the range of their vocabulary

Why we have chosen this objective: Research shows that students from disadvantaged backgrounds have a smaller vocabulary and therefore have more difficulty accessing the curriculum and performing at the highest level in external exams.

To achieve this objective we plan to: Appoint two lead practitioners to research good practice and develop effective strategies, lead training for departments and if appropriate for the whole school, for a fixed period of one year.

Progress we are making towards this objective: Two staff have been appointed as Co-Leaders of Developing Vocabulary and Oracy. We have implemented a weekly session in tutor groups focusing on oracy. This is helping to increase interaction between year groups and enabling students to speak out in front of students of varied ages, as well as increasing confidence and competence.

9. Monitoring arrangements

The governing board 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/carers, and that they are reviewed and updated at least once every four 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 on an annual basis

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

This document will be reviewed and approved by the Governors' Business Management Committee every two years.

10. Links with other policies

This document links to the following policies and documents:

- Admissions Policy
- Anti-Bullying Policy
- Attendance and Punctuality Policy
- Behaviour for Learning Policy
- Charging Policy
- Children in Care Policy
- Ethical Leadership Charter
- International Policy
- Learning Policy
- Recruitment Policy
- Right to Flexible Working Policy
- Safeguarding Policy
- Special Educational Needs and Disabilities Policy
- Sex and Relationships Policy