



Equality Policy and Objectives

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WITHIN SCHOOL: To be reviewed annually within school, with objectives updated every four years, or sooner if deemed necessary.

Reviewed by:	Andrew Symonds		
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1. Trust statement

Yorkshire Causeway Schools Trust is committed to being a place where everyone is valued and respected, where we share commitment to education that is ambitious, setting the highest expectations and where integrity is the foundation.

Every person matters, and our schools are committed to promoting equal opportunities, valuing diversity and tackling social exclusion. The school environment influences the developing attitudes of the children within it and can be a powerful vehicle for the promotion of understanding and practice of equal opportunities.

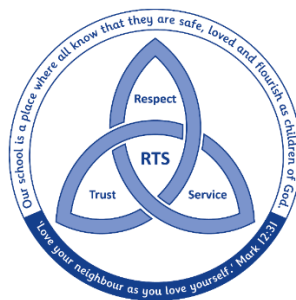
We understand that equality, diversity and inclusion are not a singular concept; they are three different concepts.

- **Equality** is about providing equal access and protecting against discrimination; it is underpinned by legislation. Equal opportunity means treating everybody equally well. Treating people equally well is not treating everybody the same, and it's not treating others how you would want to be treated, but it is treating every individual how they need to be treated.
- **Diversity** is simply difference, and we are all different from each other.
- **Inclusion** is a feeling, an emotion; it is affected when people feel safe, trusted, valued, respected, and have a sense of belonging. We will only be able to reap positive benefits from greater diversity if we build inclusive cultures first. Building an inclusive culture is not 'another thing to do' but is about 'all we do.'

Yorkshire Causeway Schools Trust aims to promote equality, diversity and inclusion and to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard in all it does 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. Our school vision and values



What are the Priorities that we want for Every Child in our School.

Achievement for All

Proverbs 18 vs 15: An intelligent heart acquires the knowledge and the ear of the wise seeks it out.

A Culture of Respect and Service

Matthew 22 vs 37: Love the Lord your God and love your neighbour as yourself.

A Curriculum of Excellence and Innovation

John 10 vs 10: I have come that they may have life and have it to the full.

Strategic Goals Statement

We encourage every child to be the best version of themselves, academically, emotionally, and socially. Supporting them to thrive and grow as unique individuals.

We deliver a curriculum, rich in experiences, which stimulates and challenges all learners to achieve their academic goals.

We build a community where everyone's contribution is respected, and every child is taught the importance of active citizenship and empowered to use their voice to make difference to the world around them.

Our school is a place where all know that they are safe, loved, and able to flourish as children of God. We are a transformational community with a thriving culture of learning; celebrating success and inspiring children to shape their own future.

We nurture and support our children to make positive life choices. We grow confident, resilient, happy, caring, and successful learners prepared for the next stage of their journey in life.

3. Aims

This document is inclusive of our whole school community, and sets out how they will be protected in our school from harassment and discrimination against the following protected characteristics:

- Disability
- Sex
- Gender reassignment
- Race
- Religion and belief
- Sexual orientation

The following characteristics are applicable to adult members for our school community:

- Age
- Pregnancy and maternity
- Being married or in civil partnership

Sexism, racism, negative attitudes towards disability, homophobia or other discriminatory practices will not be tolerated and will be dealt with in line with our behaviour policy, staff disciplinary policy or complaints procedure.

4. 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](#).

5. Roles and responsibilities

The Trust Board will:

- Promote equality, diversity and inclusion across the Trust
- Develop and encourage the development of inclusive leaders at all levels
- Be responsible overall for ensuring that schools meet their legal requirements in respect to equality

The governing board will:

- Ensure that the equality information and objectives as set out in this document are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is reviewed at least every year, and that the equality 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:

- Give a consistent and high-profile lead on equality and inclusion
- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff will:

- Promote equality and inclusion, and avoid unfair discrimination
- Actively respond to any incidents of unfair discrimination, related to protected characteristics perpetrated by students, other staff or visitors
- Have due regard to this document, and to work towards achieving the equality objectives
- Keep up to date with equality law and participate in equal opportunities and diversity training as required

Pupils are expected to:

- Respect others in their language and actions

6. Public sector equality duty (PSED)

We will meet our PSED obligations as set out below:

a. Eliminating discrimination

We are aware of our 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, trustees and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings.

New staff receive appropriate equality and diversity training as part of their induction and have further opportunities for professional development in these areas available throughout their career.

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

b. Advancing equality of opportunity

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

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

In fulfilling this aspect of the duty, we will:

- Review attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and monitor progress
- Make evidence available identifying improvements for specific groups (e.g., declines in incidents of homophobic or transphobic bullying)

c. Fostering good relations

We 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, pupils will be introduced to literature from a range of cultures

- Holding assemblies dealing with relevant issues. Pupils 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 school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, ensure that our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

d. Equality considerations in decision-making

We ensure that we have due regard to equality considerations whenever significant decisions are made, and when developing and improving our policies.

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

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

7. Review and monitoring

The practical application of this policy will be reviewed within school annually or when the need arises by the Headteacher and nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

a. Mechanisms for involvement

When developing our equality objectives, we are clear that this is a process which must be informed by the involvement of all participants such as pupils, parents, staff, governors, trustees, and external agencies. This will ensure the school gleans insights into barriers faced by people from different social identity backgrounds and learns the best ways to overcome these barriers. This may be achieved through:

- Focus groups/school council
- Surveys – staff/parent/pupil
- Exit interviews – staff/pupil
- Individual discussions, including those with people involved in incidents of a discriminatory nature
- Feedback from:

- Staff meetings
- Governing Body meetings
- Trust Leaders Group
- Trust Board
- PTA

8. Associated documents

- Accessibility plan
- Inclusion policy
- Risk assessments.
- School improvement plan
- SEN policy
- Behaviour policy
- Anti-bullying policy
- Child protection policy
- Staff code of conduct
- Staff disciplinary policy and procedure
- Complaints policy

APPENDIX ONE: Equality Objectives 2023-2027 for Equality Policy

These objectives are created giving due regard to PSED and are based on current needs analysis within our school, updated at least every four years.

Objectives	Actions:	Person(s) responsible:	Monitoring milestones/success criteria:
<p>Aim: To increase pupil, staff and governor awareness of UN convention on Rights of the Child and Global Developmental Goals</p> <p>Objective: For pupils to understand their rights and responsibilities as global citizens. The importance of standing up to discrimination and inequality in all forms.</p>	<p>School to ensure that GDG and UNCRC and incorporated into the curriculum. Children understand and can articulate how our vision and values reflect these documents.</p>	<p>Whole staff Governors SLT</p>	<p>Milestones/SC</p> <ul style="list-style-type: none"> • Staff to undertake training on GDG & UNCRC. • Worship Plan and Curriculum planning reference both docs. • Equality Governor to complete monitoring visit. <p>Success Criteria:</p> <ul style="list-style-type: none"> • School successfully renews Fairtrade status. • Governor visits demonstrate impact of actions. • Displays in school reflect commitment to both goals.
<p>Aim: To ensure that adaptive teaching principles are embedded across the curriculum to ensure good outcomes for identified under achieving groups.</p> <p>Objective: For all pupils to be appropriately challenged and engaged through RTS curriculum offer.</p>	<p>Staff to be trained in adaptive teaching principles. All staff are aware of children who have not achieved to their full potential.</p>	<p>Curriculum Subject Leaders Class Teachers</p>	<p>Milestones/SC</p> <ul style="list-style-type: none"> • Subject coordinators identify key action in their subject development plan that improves access to the curriculum for SEND pupils.

	Subject leads to ensure access to the curriculum for all pupils is included in their targets for 24-25		<ul style="list-style-type: none"> Class provision maps demonstrate effective adaptive teaching method to support access to curriculum. <p>Success Criteria:</p> <ul style="list-style-type: none"> Assessment tracking demonstrates that identified children have made accelerated progress or achieved ARE in core subjects.
<p>Aim: Improve access to the curriculum for SEND pupils</p> <p>Objective: To ensure all staff are trained in ‘adaptive teaching’ principles and practice.</p>	<p>To undertake staff training in ‘adaptive teaching’ through YCST.</p> <p>All staff to access National College training in PDA and Dyslexia</p> <p>To review SEND Policy and Local Offer in response to training completed.</p> <p>SLT to include adaptive teaching principles to monitoring programme.</p>	<p>SENCo & SLT</p> <p>Whole Staff</p>	<p>Milestones/SC</p> <ul style="list-style-type: none"> All staff complete adaptive teaching and identified National College Training units. SEND Policy and Local Offer updated. Monitoring report completed by SEND governor. SEND to be core feature of SDP 24-25 To increase pupil access to verbo <p>Success Criteria:</p> <p>Pupil and parent questionnaires; monitoring reports; assessment outcomes all demonstrate improved SEND access to the curriculum.</p>
<p>Aim: To increase staff awareness of how to support pupils with EAL in response to changing demographic of school.</p>	<p>SLT to include training from EAL support team for all staff in 24-25.</p> <p>All staff to access National College Training on meeting needs of children with EAL.</p>	<p>EAL Support Hub</p> <p>SLT & Whole staff</p>	<p>Milestones/SC</p> <ul style="list-style-type: none"> Webpage Created Parent Meeting held and 5-point action plan created.

<p>Objective: For staff to understand how they can support pupils with EAL to thrive and flourish at RTS</p>	<p>School to seek feedback from parents of children with EAL to create an action plan of 5 things we can do better. Updated website to include section for EAL families. Make application for sanctuary school status.</p>		<ul style="list-style-type: none"> • Application for Sanctuary School Status submitted. • HT Report received. • Equality governor meeting held and monitoring report submitted. <p>Success Criteria: School has successfully completed 5 action points. Feedback from pupils and parents confirms positive impact.</p>
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