



# High Storrs School

## Equality Statement June 2023

**We are High Storrs**

**We are here to learn, succeed and thrive**

**We are respectful, safe and responsible**

Our mission is to ensure HSS is a community where everyone is **respected**.

This is in keeping with our HSS values. Our students, staff and families cannot succeed and thrive without this all-important sense of belonging. Feeling safe, showing respect and taking responsibility every day are key to this.

## **Introduction**

Our Equality Statement sets out our approach to meeting the general and specific requirements of the Public Sector Equality Duty for our school as outlined by the Equality Act 2010.

### **Signature:**

**Headteacher.....Claire Tasker ..... Date...**

### **Signature:**

**Chair of Governors.....Sarah Evans..... Date...**

## Introduction

**High Storrs School** has developed this Equality Statement to help us to meet our Public Sector Equality Duty under the Equality Act 2010.

The Equality Act's provisions cover all aspects of school life such as the treatment of:

- pupils and prospective pupils
- parents and carers
- employees
- local community

The Equality Act 2010 has simplified anti-discrimination laws by having a single equality Act. This makes it easier for people to understand and comply with the law. The 2010 Act has also strengthened protection in some situations.

The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the act protects everyone against unfair treatment. The protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race religion or belief
- Sex
- Sexual orientation

The Equality Act makes it unlawful to treat someone differently, either through direct and indirect discrimination, harassment, and victimisation and by failing to make a reasonable adjustment for a disabled person.

Since 6 April 2011 all public bodies including:

Local authorities Schools, colleges and other state-funded educational setting including academies have been bound by the Public Sector Equality Duty.

Age applies to a school as an employer, but not with regard to the treatment of pupils and prospective pupils.

We are bound by the Public Sector Equality Duty to have due regard to the need to:

- (a) eliminate unlawful discrimination, harassment, and victimisation
- (b) advance equality of opportunity; and
- (c) foster good relations

The general duty is supported by specific duties, these are to:

Publish information which demonstrates our compliance with the duty to have due regard for the three aims of the general duty and to annually repeat this.

Prepare and publish our specific and measurable objectives to achieve the three aims of the duty and undertake this no later than in four years' time.

## **Leadership**

All staff and Governors at the school are responsible for ensuring the school meets its duties under the Equality Act 2010.

## **Eliminating harassment and bullying**

The school values state that we are respectful, responsible and safe. Our behaviour policy and antibullying policy are clear on the consequences for harassment and bullying of our students. Instances of harassment and bullying against staff are escalated to senior leaders and, where necessary, the Trust (e.g. through the Grievance Policy, Whistleblowing Policy, Code of Conduct). In addition to this, the school has written a Stand Up Against Discrimination Statement, which states our commitment to tackle the sources of discrimination, harassment and some forms of bullying through our curriculum and pastoral systems.

## **Training**

We will provide relevant training by using all suitable delivery methods including outside courses, school INSET days, Teaching and Learning Groups, subject and House meetings. Details of training to meet specific needs can be found in Annex 1.

## **Procurement and Contractors**

We will take steps to ensure that contractors working at the school operate within the requirements of our Equality Statement.

Contractors to the site are sent a copy of the Equality Statement when a purchase order is sent to them. In addition to this, the Equality Statement is incorporated into a booklet which contractors are given when commencing work on site. The booklet has been created by the Lead Caretaker in collaboration with the Business Support Manager.

## **Visitors to the School**

We will take steps to ensure that all visitors to our school including parents act within the requirements of our Equality Statement. Signage is visible at Visitor reception which depicts the school values and instructs visitors to abide by them.

## **Publishing the Statement**

We will publish our statement on the school's MLE and website.

## **Reporting our progress**

We will report progress against the Duty through our regular reporting mechanisms to the governing body.

## **Reviewing and Revising the Equality Statement**

We will review and revise the Statement annually.

## **How we will meet the General Duty & Specific Duty**

We are required to meet the three aims under the General Duty as set out by the Equality Act 2010 and our approach (i.e. information and objectives) is set out in Annex 1 and 2.

Annex 3: Accessibility Plan

# Annex 1

## Equalities Information

We have reviewed how we currently perform as a school in the context of the requirements of the General Duty and the Protected Characteristics.

In collating the equality information, we have:

Identified evidence already in school of policies and practice and identified gaps.  
Explored how we engage with protected characteristics. Analysed our effectiveness in terms of equality.

Our equality evidence highlights:

### Age

Our workforce profiling data shows the following breakdown:

Teaching Staff	
21 - 25	5
26 - 35	29
36 - 45	37
46 - 55	28
56 +	13

Support Staff	
21 - 25	3
26 - 35	8
36 - 45	17
46 - 55	22
56 +	21

All parts of the building can be accessed easily with the provision of ramps and lifts. We have disabled toilet facilities on every level and a fully adapted changing and shower room. The accessible facilities are used regularly by two of our students who are wheelchair users.

Approximately 13% of the High Storrs student cohort is on the SEN register, covering areas of cognition and learning, communication and speech, physical disabilities and social, emotional and mental health. 2 of these are attached to the Integrated Resource for Hearing Impaired students.

Our exam results data allows us to see whether SEND and Hearing-Impaired students are progressing in line with their targets and compared to other students. Information on the needs of disabled students to inform lesson planning and provision is available to all staff on the MLE.

We have a small number of staff for whom adjustments have been made in the workplace. We do not currently routinely collect information on whether members of staff have a disability.

Two of our parents are profoundly deaf; we have provided a signer for Parents' Evenings.

Our PSICHE curriculum includes activities designed to raise awareness and promote a positive attitude to disability. We have pictures of disabled athletes as part of our PE display. The school has a member of staff who has the responsibility of promoting the school ethos of inclusion and respect.

## **Gender reassignment**

All of our policies and procedures are based on the model policies of the Minerva Learning Trust. We have a number of students and staff who have identified themselves as transgender or gender fluid. We have re-assigned two of our toilet blocks as gender neutral toilets in opposite sides of the school building.

## **Marriage and civil partnership**

All of our policies and procedures are based on the model policies of the Minerva Learning Trust.

## **Pregnancy and maternity**

All of our policies and procedures are based on the model policies of the Minerva Learning Trust.

## **Race**

20.4% of our students are from a non-white British background.

We analyse student achievement with regard to ethnicity at whole school and subject level which informs our SEF and School Action Plan. The school's examination analysis has a full ethnic breakdown.

1.7% of our staff are from a non-white British background (this includes both teaching and Support Staff)

Governing Body representation reflects our wider community.

We have supported the development of good relationships between ethnic groups in a number of ways within and outside the curriculum. The School Council were involved in the writing and implementation of the Stand Up Against Racism Statement and Pledge. Student voice played a critical part in curriculum DEI audit. Reported racial incidents are very low.

## **Religion or belief**

All students in Y7 and 8 study Religion, Philosophy and Ethics (RPE) on a course approved by all our local faith communities. All students study RPE during KS4 with some choosing to do a GCSE course. We offer RPE as a subject in the Sixth Form.

We have a dedicated prayer room for use by students and staff at lunchtimes. We also make provision for our Muslim students during Ramadan so that they do not have to sit in areas serving food. In addition to this we have a Christian Union group which is held regularly in school.

## **Gender**

The gender split amongst the school staff is:

79 male

147 female

One member of staff identifies themselves as transgender woman.

One member of staff identifies as non-binary

One member of staff identifies as "other"

Within our school where possible and practical we support flexible working, and we have developed policies and procedures to reflect this.

We carefully analyse pupil achievement with regard to gender and develop action points for the school accordingly. At the moment we have no significant continuing trends.

## **Sexual orientation**

We do not collect data on the sexual orientation of staff or students.

Reported bullying is low but we do have some cases of homophobic name calling. We have a student LGBTQ+ group which meets regularly at lunchtime to discuss issues and make recommendations. The school holds a pride day each year celebrating diversity amongst our community. Diversity is celebrated further through assemblies, group chats and posters.

## Annex 2

### Equalities Objectives and Action Plan

Objective	Who is affected	Actions	Lead	Outcome
Work to ensure that HSS is a school where everyone is respected.	All students & staff	<p>Belonging Lead promote all protected characteristics through regular drives, group chats, assemblies and clubs.</p> <p>Further promote, share and celebrate this statement with the wider community through the school website, blogs, displays and events.</p> <p><i>Link to Public Sector Equality Duty (PSED):</i>  <i>Foster good relations across all characteristics-between people who share a protected characteristic and people who do not share it.</i></p>	<p>IO'C</p> <p>IO'C</p>	<p>The community shows respect for each other measured through incidents recorded on CPOMS and SIMS.</p> <p>Information gathered from parents via parents evening feedback and parents surveys.</p>



Objective	Who is affected	Actions	Lead	Outcome
Students from all ethnic groups perform in line with or above national expectations	Staff Students	<p>Monitor all student progress and other data (e.g. exclusions, isolations) through tracking information on termly basis</p> <p>Appropriate interventions to be put in place – EAL, mentoring, subject support</p> <p>Link to PSED:</p> <p><i>Advance equality of opportunity between people who share a protected characteristic and people who do not share it.</i></p>	<p>AHT progress at KS3, 4 &amp; 5</p> <p>IO'C (SENDco)</p> <p>Subject Leaders</p> <p>Vulnerable Groups Team</p>	<p>All students make at least expected progress in English and Maths KS2-4</p> <p>All students have a progress 8 score in line with the whole school</p>
Eliminate discrimination and harassment with regard to protected characteristics	Staff Students	<p>Maintain recording mechanisms for all incidents of bullying</p> <p>Monitor reports of bullying.</p> <p>Report regularly to governors and ensure appropriate action taken</p> <p>Promote safe@highstorrs email address to improve reporting options for students.</p> <p>Making use of assemblies, tutorial, Group Chat and Student Council to communicate systems for eliminating discrimination and review practice.</p> <p>Pledge to White Ribbon is ongoing and continues to be promoted through the above and permanent displays around school.</p> <p><i>Link to PSED:</i></p>	<p>HOH BED IO'C</p>	<p>Maintaining low reports of homophobic bullying</p> <p>Reports of racist and sexist incidents remain low</p>

		<i>Eliminate discrimination and other conduct that is prohibited by the Act.</i>		
Advance equality of opportunity for disadvantaged students.	Staff Students	<p>Continue to monitor attendance of groups with lower than whole school attendance</p> <p>Appropriate early interventions via assemblies, contact with parents, pastoral support (e.g. Safe and Well Checks)</p> <p>Early intervention with students at risk of suspension via Learning mentors and outside agencies and LA support (e.g. Managed Moves)</p> <p>Further deve of inclusion and attendance teams to enable more focused support SENDCo and pastoral support staff to work to reduce the instances of emotionally based school avoidance</p> <p>Link to PSED: <i>Advance equality of opportunity between people who share a protected characteristic and people who do not share it.</i></p>	BED HoH IO'C	<p>Attendance mentor has an impact on students with lower attendance</p> <p>Number of permanent exclusions remains low</p> <p>Attendance of typically under attending cohorts in line with or higher than Local Authority averages.</p>

## Annex 3

<b>Accessibility Plan</b> <b>as required by the Special Educational Needs and Disability Act (SENDA) 2001</b>				
<b>Objective</b>	<b>What will Happen</b>	<b>Strategy</b>	<b>How long will it take</b>	<b>Outcome</b>
<b>What specific improvements you will make in disabled students being able to access the curriculum.</b>	All disabled students will have appropriate ICT to increase their access to the curriculum.	Liaison with previous schools to ascertain the most appropriate technology to use ascertain the equipment required for the students to use the equipment independently and participate fully in the curriculum. Consultation with Occupational and Physiotherapy services to ensure that the most appropriate equipment is being used. Students to be supported by a Teaching Assistant to act as scribe in times of fatigue and to differentiate where appropriate. Students with visual impairments have access to technology which allows them to read independently. School is guided by the VI service who provide advice and guidance on allowing accessibility for these students.	Ongoing as appropriate technology and software is changing all the time and we rely on the advice and guidance of outside agencies to manage this.	Appropriate computer technology is provided for all students with a disability

# Accessibility Plan

as required by the Special Educational Needs and Disability Act (SENDA) 2001

Objective	What will Happen	Strategy	How long will it take	Outcome
<b>What specific improvements you will make in disabled students being able to access the curriculum</b>		Equally, students with significant hearing impairments have technology within the classroom which allows them to hear the teacher and participate in a manner commensurate with their peers. Two students are supported by BSL teachers to interpret lessons.		
<b>Extra curricular activities to be available to all students with SEND</b>	High needs funding used to fund adapted transport and accommodation for trips and visits.	Locality funding used to pay for extra costs of adapted transport  TA support at extra-curricular clubs held in school.	Ongoing	All students with SEND to access the full curriculum

# Accessibility Plan

as required by the Special Educational Needs and Disability Act (SENDA) 2001

Objective	What will Happen	Strategy	How long will it take	Outcome
<b>What specific physical improvements will you make to increase access to education and associated services for disabled students.</b>	All parts of building fully accessible for disabled students. Provision of changing/shower/hygiene area for disabled students.	<p>Checks were made prior to students making transition to the school on all hygiene facilities, in particular the size of the accessible toilets and the height of the toilets from the floor. Specially fabricated steps have been brought in to aid toileting.</p> <p>Equipment has been provided by the OT and Physiotherapy teams to aid transfer from wheelchair to toilet. All staff involved with wheelchair bound students have been trained in moving and handling.</p> <p>Bespoke trays made to add to electric wheelchairs to help students feed themselves more comfortably have been made in conjunction with the Physiotherapy service. The electric hoist has been serviced and appropriate hygiene equipment has been bought and is readily accessible for staff involved in toileting students.</p>	Complete	School building designed to allow access and meet needs of students with disabilities

# Accessibility Plan

as required by the Special Educational Needs and Disability Act (SENDA) 2001

Objective	What will Happen	Strategy	How long will it take	Outcome
<b>What specific physical improvements will you make to increase access to education and associated services for disabled students.</b>	All parts of building fully accessible for disabled students. Provision of changing/shower/hygiene area for disabled students.	<p>All lifts have been serviced and the appropriate number of keys have been produced and are readily accessible. Evacuation chairs are in place and have been trialled by appropriately trained staff. Rise and fall desks have been placed in classrooms in which disabled students are taught. In addition to this appropriate height equipment has been installed in D&amp;T rooms.</p> <p>Extensive work with the VI Service to ensure that students with VI have access to modified equipment and appropriate adaptations are made.</p>	Complete	School building designed to allow access and meet needs of students with disabilities

# Accessibility Plan

as required by the Special Educational Needs and Disability Act (SENDA) 2001

Objective	What will Happen	Strategy	How long will it take	Outcome
<b>What specific improvements will you make in the provision of information in a range of accessible formats for disabled pupils?</b>	Provision of information in lessons in an accessible format for all students with disabilities.	<p>Appropriate training on types of format required (HI Unit and advice given by the VI team)</p> <p>Ensure information on additional needs of students is easily accessible (HI, VI unit and SENDCO)</p> <p>Quality assured through lesson observation programme in departments</p> <p>Annual know your learners sessions.</p>	<p>Ongoing.</p> <p>The needs of the students change continually and training should be an ongoing process as opposed to a one-off catch all programme.</p>	<p>Information accessible in all lessons for students with a disability. Measurable progress of students.</p> <p>Lesson Observation feedbacks show information is being provided in an accessible format</p>

Updated June 2023