

# MONKSEATON HIGH SCHOOL

## EQUALITY POLICY

Including:

- Single Equality Scheme
- Single Equality Action Plan
- Equality Accessibility Plan
- Equality Data

### Status:

<b>Statutory policy or document</b>	Yes
<b>Review frequency</b>	Annually
<b>Approval by</b>	Governing Body
<b>Approval date</b>	4 <sup>th</sup> December 2024

### Publication:

<b>Statutory requirement to publish on school website</b>	Yes
<b>Agreed to publish on school website</b>	Yes

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<b>Author</b>	<b>Creation / Revision date</b>	<b>Version</b>	<b>Status</b>
Business Manager (MAD)	December 2022	1.0	Final approved version for publication.
Business Manager (MAD)	December 2023	1.1	Equalities data updated
Business Manager (MAD)	December 2024	1.2	Equalities data updated

## Single Equality Scheme

### 1. Aims

Monkseaton High 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.

This Single Equality Scheme aims to integrate equality into the school's core priorities and functions. It will inform our School Development Plan and this will enable us to:

- Demonstrate how promoting equality and eliminating discrimination can help raise standards.
- Ensure that equality and diversity are part of the school's core business both as a school and as an employer.
- Promote community cohesion and good relations between people of different backgrounds through education.
- Inform the overall evaluation of our effectiveness in our self-evaluation form for future Ofsted inspections.
- Ensure that our equality objectives help complement the outcomes for students in school.
- Place the school in a position, which is regarded by everyone as an environment that affords respect and fair treatment of all.

This policy aims to bring together equality strands in one harmonised document and set out our school commitment to promotion of race, disability and gender equality as well as incorporating the newer legislation on age, sexual orientation, religion and belief, marriage and civil partnership and transgender. This policy promotes fairness and equality of opportunity as well as celebrating diversity for all people.

This policy applies to:

- Students
- Staff
- Governors
- Parents/Carers
- Visitors

## **2. Legislation and Guidance**

This policy is based on the Department for Education's guidance: [The Equality Act 2010 and schools](#).

This policy 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.

Other legislation which have been considered in creating this policy are:

- [The Human Rights Act 1998](#)
- [The Rehabilitation of Offenders Act 1974](#)
- [Civil Partnerships Act 2004](#)
- [Racial & Religious Hatred Act 2006](#)
- [The Part Time Workers Regulations 2000](#)
- [Gender Recognition Act 2004](#)

## **3. Roles and Responsibilities**

### **3.1 The Local Authority**

North Tyneside Council via Schools HR will support the school with:

- Providing advice, guidance and support to the school, the Headteacher and its Governing Body in relation to equality and diversity issues.
- Supporting the school in the implementation and review of its single equality scheme.
- Supporting the school in developing and reviewing its equality action plan.
- Supporting the school with the training and development of school staff in relation to equality and diversity.

### **3.2 The Governing Body**

The Governing Body have responsibility for:

- Ensuring that the school complies with all equality legislation.
- Approving and adopting the school's single equality scheme.

Receiving progress reports and making recommendations for future actions to ensure the identified priorities are achieved.

### **3.3 The Leadership Team**

The leadership team have responsibility for:

- Promoting the single equality scheme both inside and outside the school.
- Ensuring that all staff fulfil their role with regard to delivering equality.
- Providing reports to the Governing Body and staff on how the scheme is working.
- Taking appropriate action where discrimination occurs.

### **3.4 Staff**

Staff have responsibility for:

- Engaging with the school in eliminating any discrimination.
- Promoting a positive working environment.
- Showing a commitment to undertaking training and development within this area.

### **3.5 Students**

Students will:

- Engage with the school in eliminating any discrimination.
- Promote a positive environment for learning.
- Show commitment to undertaking further learning in this area.

### **3.6 Visitors**

Visitors to our school will be expected to respect and follow our Equality Policy.

## **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.

## **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 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).

## **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 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 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. All students 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.
- Developing 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 equalities impact assessment is used to assist with this (see appendix 1.)

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. Equality Objectives**

1. To be an inclusive school providing equal opportunities for all students to access the curriculum with no barriers to learning.
2. To ensure that all staff and Governors are aware of current legislation surrounding equality and diversity and understand the responsibilities of the school.
3. To promote knowledge and understanding of equality and diversity issues within our school and in the wider community and encourage tolerance and respect.
4. Work with stakeholders to deliver more effective and equal outcomes for staff and students.
5. Continue to improve accessibility across the school for students, staff and visitors with disabilities.

## **9. What do we mean by Equality and Diversity?**

Equality refers to outcomes, making sure that all social groups benefit equally from our activities. Diversity recognises that we can only achieve equality by taking into account the different needs of communities. Equality is impossible to achieve without recognising diversity.

### **10. What is Discrimination?**

Discrimination is a type of negative treatment that affects a whole group of people or an individual because they belong to a group.

Direct discrimination is when a person is treated less favourable than others because of their (real or perceived) ethnicity, disability, age, sexuality, religion/belief or gender.

Indirect discrimination is when there are rules or procedures that have the effect of discriminating against certain groups of people.

### **11. Monitoring and Reviewing**

This Single Equality Scheme will run for three years but will be reviewed and reported upon annually to the Governing Body.

This policy will be regularly monitored and reviewed by staff and Governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

Any pattern of inequality found as a result of impact assessments is used to inform future planning and decision-making.

### **12. Equality Action Plan**

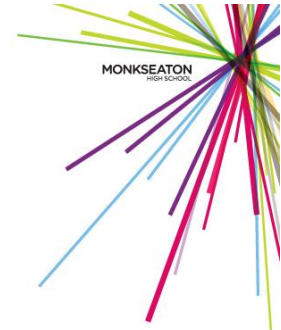
The Equality Action Plan, which is included in this policy, identifies our specific actions to enable the school to move forward in promoting the diversity agenda and achieve the equality objectives outlined in this scheme.

### **13. School Accessibility Action Plan**

The School Accessibility Plan also included in this policy, identifies the specific actions proposed by the Governing Body to improve student access to information, buildings and the curriculum.

### **14. Impact Assessments**

The school will undertake to impact assess all of its policies, procedures and practices and will where necessary support staff in engaging with any new practices. A template impact assessment is included in the appendix 1.



## Single Equality Action Plan

Strategy	<ul style="list-style-type: none"> <li><b>Equality</b> <i>(which strand(s) does it impact upon?)</i></li> </ul>	<b>Responsibility</b> <i>(who will be responsible for it?)</i>	<b>Timescale</b> <i>(when will it be done by?)</i>
<b>1. To be an inclusive school providing equal opportunities for all students to access the curriculum with no barriers to learning.</b>			
<ul style="list-style-type: none"> <li>Review and revise the personal development curriculum so that it promotes a diverse culture and society and encourages tolerance and respect.</li> <li>Review the Pupil Premium Strategy annually.</li> <li>Ensure SEN support plans are reviewed termly.</li> <li>Improve attendance for key groups of students by fostering good relationships with parents/carers and understanding barriers to attendance.</li> <li>Ensure enrichment/extra-curricular activities and opportunities are appropriate to student context and need so that participation is balanced across groups.</li> </ul>	All	SLT and Governing Body	Annually  Annually Termly Ongoing  Ongoing
<b>2. To ensure that all staff and Governors are aware of current legislation surrounding equality and diversity and understand the responsibilities of the school.</b>			
<ul style="list-style-type: none"> <li>Review of Equality policy annually and share with stakeholders.</li> <li>Undertake Equality Impact Assessments when policies are reviewed and updated.</li> </ul>	All	SLT and Governing Body	Annually  Ongoing

<b>3. To promote knowledge and understanding of equality and diversity issues within our school and in the wider community and encourage tolerance and respect.</b>			
<ul style="list-style-type: none"> <li>• Deliver an effective personal development curriculum to promote cultural awareness, celebrate difference and encourage tolerance and respect.</li> <li>• Promote mental health and wellbeing for all students</li> <li>• Support staff and students who are questioning their gender and / or undergoing gender reassignment</li> </ul>	All	SLT	Ongoing
		Staff	Ongoing
<b>4. Work with stakeholders to deliver more effective and equal outcomes for staff and students.</b>			
<ul style="list-style-type: none"> <li>• Use performance data to monitor student achievement and respond to variations between groups of learners, subjects, courses and key stages, trends over time.</li> <li>• Continuously review and revise the curriculum and school development plan.</li> <li>• Close gaps in achievement between groups of students (PP, LAC, SEN) by ensuring effective use of additional funding to support targeted students to achieve.</li> <li>• Improve attendance of students (particularly PP).</li> <li>• Monitor, report and address incidences of the use of homophobic, sexist and racist language/incidents by students in our school.</li> <li>• Promote equality, diversity and inclusion actions across our staff body. This will be achieved in several ways, including promoting flexible working, transparency in the gender pay</li> </ul>	All	SLT and Governing Body	Termly  Ongoing  Ongoing  Ongoing  Ongoing  Ongoing



gap and training for staff to eliminate any unconscious bias in recruitment.			
<b>5. Continue to improve accessibility across the school for students, staff and visitors with disabilities</b>			
<ul style="list-style-type: none"> <li>• Review accessibility plan including consultation with stakeholders.</li> <li>• Make provision for those requiring alternative forms of communication.</li> </ul>	All	SLT	<ul style="list-style-type: none"> <li>• Annually</li> <li>• Ongoing</li> </ul>



# Equality Accessibility Plan

## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of this plan is to:

- To create opportunities for every child to develop and learn.
- To release potential in people to make the most of themselves.
- To achieve excellence in standards of education & skills for all children.
- To ensure the building and premises are accessible to all users, including students, parents/carers and visitors.
- To link with the Single Equality Scheme Action Plan in order to have due regard to the duties from the Equality Act as follows;
  - Eliminate unlawful discrimination, harassment and victimization;
  - Advance equality of opportunity between different groups; and
  - Foster good relations between different groups.

## 2. Legislation and Guidance

- This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).
- The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.
- Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.
- Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## 3. Key objectives

Our key objectives under this policy are to:

- Reduce and eliminate barriers to access the curriculum, ensuring full participation for current and prospective students with a disability.
- Manage and improve the physical environment of the school buildings and grounds to enable disabled students to take greater advantage of education, benefits, facilities and services.
- Improve the availability of accessible information to students, staff, parents and visitors with disabilities.

#### 4. Principles

1. Compliance with the Equality Act is consistent with the school's Single Equality Scheme and Action Plan, and the operation of the school's SEN policy;
2. The school recognises its duties under the Equality Act to:
  - Eliminate unlawful discrimination, harassment and victimization;
  - Advance equality of opportunity between different groups; and
  - Foster good relations between different groups.
  - Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
  - Not to treat disabled students less favourably
  - To take reasonable steps to avoid putting disabled students at a substantial disadvantage
  - To publish an Accessibility Plan.
3. In performing their duties governors and staff will have regards to the Technical Guidance on the Public Sector Equality Duty written by the Equality & Human Rights Commission.
4. In performing their duties, governors and staff will have regard to the Special Educational Needs and Disability regulations 2014.
5. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to do normal activities, and respects the parents' and child's right to confidentiality.
6. Schedule 10 (Accessibility for Disabled Students) of the Equality Act also requires schools to:
  - Increase the extent to which disabled students can participate in school curriculum.
  - Improving the physical environment of the schools for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services, provided or offered by the school.
  - Improving the delivery to disabled students of information which is readily accessible to students which are not disabled.
7. The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:
  - setting suitable learning challenges
  - responding to students' diverse learning needs
  - overcoming potential barriers to learning and assessment for individual and groups of students.

## **5. About our school**

- Monkseaton High School's current building was opened in 2013. Our accessibility requirements have been managed by the LA/EFA.

The layout of the school has been designed to promote access for all. The main school site can be accessed by single level paths leading from the car park to the main school entrance. There are wide corridors throughout the building and elevator access to all levels. Stairwells have disabled refuge points, emergency intercom systems and evacuation chairs for use in an emergency. There are accessible toilets / facilities located throughout the building, all fitted with emergency alarms that are linked to a switch board in the main office. Main entrance / exit doors are automatic to aid ease of access.

## **6. Action plan**

Priority	Action	Timescale	Success Criteria	Who
Reduce and eliminate barriers to access the curriculum, ensuring full participation for current and prospective students with a disability.				
Ensure IT is appropriate for students with disabilities	Review accessibility of IT (including iPads, laptops & whiteboards) using specialist expertise. Involve students in review of hard & software. Prioritise new software to purchase.	July of each academic year in preparation for the following year.	Students can engage with and use all technology effectively. Student panels to review the success of soft and hardware	SENCO / IT support team
Create an effective learning environment for all utilising feedback from student groups.	Reinforce responsibilities of all teachers as outlined in the Teacher Standards. Circulate "Reasonable Adjustments" Classroom Checklist to all staff via emails and shared area.	Ongoing	An appropriate and accessible curriculum for all students where engagement and success are seen through both results academically but also the positive feedback from students and uptake of courses from all students.	SLT
	Ensure all classrooms and resources are organised in accordance with student need.	Ongoing		SENCO
	Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school.	Ongoing		SENCO
	Seek feedback from Student Voice.	Ongoing		SLT
Increase participation in wider curriculum & school activities	Audit participation in extracurricular activities and identify any barriers.	July each year	All students able to partake in all areas of the curriculum, including wider curriculum outside of normal school hours.	RALs
	Ensure school activities are accessible to all students.  Seek advice from LA, when applicable, for alternative accessible venues for residential trips.	Ongoing		RALS / SENCO EVC
Teachers and teaching assistants have the necessary training to teach and support disabled students	CPD programme for teachers & support staff.	Ongoing	Staff trained appropriately.	SLT / SENCO
	Induction programme for new staff.	As part of induction		

Lessons responsive to student diversity.	CPD for staff. Support/advice on SEND register for individual students.	July each year Ongoing from Learning Support Department	Appropriate differentiation.	SENCO
All out of school visits are accessible to all.	Risk assessments completed. Additional staffing where necessary.	Ongoing	No student is prevented from attending visits on the grounds of disability.	Trip leader EVC
Manage and improve the physical environment of the school buildings and grounds to enable disabled students to take greater advantage of education, benefits, facilities and services.				
Classrooms arranged optimally for disabled students.	Access into each room from main door to a desk – no obstacles	Built into H&S checks	Disabled students can gain access to all rooms.	Teachers Site staff
Size and layout of all areas allows access for all students.	All areas accessible to disabled students.	Built into H&S checks	Lift available for use.  Access routes to be cleared at all times for access to all areas without difficulties.	Site staff
Signage.	Signs clear and understandable for visually impaired students/staff/visitors.	Ongoing	Replacement of signage regularly with more update visuals products that will, facilitate human traffic within the school site.	Site staff
Clear signage of parking and safe routes.	Disabled parking areas enforced.	Ongoing	Disabled parking spaces not abused.	Site staff
Improve the availability of accessible information to students, staff, parents and visitors with disabilities.				

Provision of information for those who find standard forms of printing a barrier.	Facilities in place to produce alternative forms.	Ongoing as needed.	Appropriate differentiation.	SLT Admin staff
Improvements in the provision of information to students and parents.	Increased variety of methods for information to be sent (social media, texts, letters, phone calls). Brail / Enlarged text to be used when contacting parents with visual impairment. SIMS to communicate information to staff about specific methods of communication for staff.	Ongoing as needed.	All parents able to be contacted and able to understand information being sent to them.	SLT Admin staff



## Equality Data - MONKSEATON HIGH SCHOOL

### Annual Equality Data as of November 2024

#### Pupil info by protected characteristic

Number of pupils on roll	494	
<b>GENDER PROFILE</b>	Number of pupils	% of pupils
Male	230	47%
Female	264	53%
Undeclared	0	0%
<b>DISABILITY PROFILE</b>	Number of pupils	% of pupils
Yes	21	4.3%
No	473	95.7%
Undeclared	0	0%
<b>RACE PROFILE</b>	Number of pupils	% of pupils
Mixed / multiple ethnicity	15	3%
White / White British	447	90.5%
Asian / Asian British	24	4.9%
Black / African / Caribbean / Black British	1	0.2%
Other	6	1.2%

<b>RELIGION / BELIEF PROFILE</b>	Number of pupils	% of pupils
Christian	109	22.1%
Buddhist	2	0.4%
Hindu	1	0.2%

*We have chosen not to include information within this summary regarding certain protected characteristics where we are concerned about the sensitivity or confidentiality of the data, including data relating to sexual orientation and gender identity.*

*As part of our compliance with the Equality Act we have also considered which information is suitable for publication. We consider it is not appropriate for us to collect some information from pupils in relation to some of the protected characteristics, including marriage/civil partnership and pregnancy/maternity.*

*Age as a protected characteristic does not apply to pupils in schools therefore this has not been included as part of the published equality data.*



## Appendix 1. Approved Equality Impact Assessment template

**PART A)** To be completed during the planning /proposal stage. Further sheets should be added where needed.

<b>1. Name of the change, strategy, project or policy:</b>			
<b>2. Name of person(s) completing this form:</b>			
<b>3. Has the policy/practice been assessed to consider any potential impact on the equality groups? If yes, please add further detail on a separate sheet(s).</b>			
<b>Where potential impact has been identified, please complete questions 5-9, if none is identified, please sign and proceed to question 10.</b>			
<b>4. Equality Target Group (circle):</b>	<b>Negative impact – it could disadvantage</b>	<b>Reason</b>	
Race Religion/belief Disability Gender Gender Reassignment Sexual Orientation Age Pregnancy/Maternity Marriage & Civil Partnerships			
<b>5.</b>		Yes	No
<b>Is the impact legal/lawful? Seek advice from your School link HR Advisor if necessary.</b>			
<b>Is the impact intended?</b>			
<b>Does this action/policy/procedure attempt to meet the aims of the public sector equality duty? (this</b>		Yes, No, or N/A	If yes, please provide details

<b>should feed into your Single equality scheme &amp; action plan)</b>		
<b>Eliminate unlawful discrimination, harassment and victimisation</b>		
<b>Advance equality of opportunity between different equality groups</b>		
<b>Foster good relations between different equality groups</b>		
<b>7. If you have identified any negative impact, have you identified any ways of avoiding or minimising it?</b>		
<b>8. Is it possible to consider a different policy/strategy/action, which still achieves your aim, but avoids any negative impact on people?</b>		
<b>9. In light of all the information detailed in this form; what practical actions would you take to reduce or remove any negative impact?</b>		

**PART B)** To be completed when assessment and consultation has been carried out

<b>10.a) As a result of the assessment and consultation completed in Part A above, state whether there will need to be any changes made to the policy, project or planned action.</b>			
<b>10.b) As a result of this assessment and consultation, does the school need to commission specific research on this issue or carry out monitoring/data collection?</b>			
<b>11. Have you set up a monitoring/evaluation/review process to check the successful implementation of the policy, project or change? If yes please provide details below.</b>	<b>Yes</b>		<b>No</b>

**Signed:** .....

**Date:** .....

