



**EQUALITY INFORMATION AND OBJECTIVES  
STATEMENT  
2020-2021**

<b><u>SIR WILLIAM STANIER SCHOOL</u></b>	
<b><u>PERSON RESPONSIBLE FOR POLICY:</u></b>	<b><u>ANNA NORTON: VICE PRINCIPAL</u></b>
<b><u>POLICY APPROVED:</u></b>	<b><u>DRAFT</u></b>
<b><u>TO BE REVIEWED:</u></b>	<b><u>FEBRUARY 2022</u></b>

# EQUALITY INFORMATION AND OBJECTIVES STATEMENT<sup>1</sup>

## Purpose

We are required by law to draw up and publish equality objectives every four years and annually publish information demonstrating how we are meeting the aims of the general public sector equality duty.

## Statement

Equality is of fundamental importance to everybody. At some point in our lives, everyone may face barriers that prevent us fulfilling our potential or participating fully in society. Sir William Stanier supports the aims of the Public Sector Equality Duty 2011, which are to:

1. Eliminate unlawful discrimination, harassment and victimisation
2. Advance equality of opportunity between people who share a characteristic and those who do not
3. Foster good relations between people who share a characteristic and those who do not

Sir William Stanier welcomes the inclusive principles and requirements of the legislative equalities duties pertaining to Disability, Gender and Community Cohesion. We are committed to promoting equal opportunities and combating discrimination for all members of our school community by:

- Embracing diversity as a strength, which should be respected and celebrated by all those who learn, teach and visit the school
- Recognising and addressing the needs of vulnerable groups by making reasonable adjustments wherever practicable
- Countering deprivation and supporting self-sufficiency
- Establishing the cooperation of members of the school(s) communities in the implementation of equal opportunities policy and action, including the reporting of all incidents of discrimination or harassment

No member of our communities will be discriminated against, harassed or receive less favourable treatment on the grounds of the 'protected characteristics' described in the Equality Act 2010 as: race, age, disability or long term health condition, marriage and civil partnership, pregnancy and maternity, gender reassignment, age, religion or beliefs, sex, and sexual orientation.

Other relevant policy areas:

- Safeguarding
- Admissions
- Anti-Bullying
- Behaviour policy

### **The Disability Equality Duty**

Sir William Stanier subscribes to the broader definition of disability contained in the Disability Discrimination Act (2005) and the Equality Act 2010.

*'A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.'*

This includes all students with Special Educational Needs (SEN) statements and members of Sir William Stanier community with serious medical conditions, where this is defined as such by occupational health or other relevant agencies.

The Disability Discrimination Act (DDA) requires the school to:

- Promote equality of opportunity for disabled people: students, staff, parents, carers and other people who use the Multi Academy Trust
- Eliminate discrimination that is unlawful under the DDA
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life
- Take steps to meet disabled people's needs which may require more additional support

Sir William Stanier readily accepts its responsibilities to implement these duties for any disabled individual by making reasonable adjustments in its provision where it believes it is practical to do so.

### **The Gender Equality Duty**

Sir William Stanier is committed to ensuring equal treatment of all its employees, students and any others involved in it, regardless of gender, in compliance with the Equality Act. It will not tolerate harassment of people based on their gender, or transgender, status. This aims to ensure that neither males nor females are treated less favourably in any procedures, practices or aspects of our work.

The current gender ratios of Sir William Stanier are:

**Teachers/Support Staff (Staff numbers shown are the staff across Sir William Stanier School)**

<b><u>Male</u></b>	<u>15/05</u>
<b><u>Female</u></b>	<u>31/40</u>
<b><u>Total</u></b>	<u>46/45</u>
<b><u>Ratio</u></b>	<u>15M &gt; 31F/5M &gt; 40F</u>

**Students: Sir William Stanier 2020-2021**

Year	Female	Male	Total
7	70	59	129
8	51	66	117
9	80	84	164
10	77	50	127
11	68	49	117
12			
13			
<b>Total</b>	<b>346</b>	<b>308</b>	<b>654</b>

**Racial Equality and Community Cohesion**

All students and adults within the school community are unique, have rights and responsibilities and should be treated equally and with respect.

Our development of understanding regarding racial and ethnic diversity is progressive and we will work with staff, parents, the LEA and the wider community in order to develop understanding and ability to work with students, particularly in relation to racial incidents and instances of extremist or unlawful behaviour.

We will work with staff, students and others (where required) to promote an integrated and cohesive community that reflects the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Sir William Stanier will not tolerate any form of racial or religious discrimination. Any incident which is perceived by the victim or any other person to be racist will be investigated and resolved. We do not believe that any of the following are acceptable:

- Name calling, insults and racist 'jokes'
- Religious discrimination
- Verbal abuse and threats
- Racist comments
- Racist graffiti
- Physical assault or the threat of physical assault where race appears to be the motivating force
- Display of racist badges or insignia on the person or clothing
- Ridicules of cultural preferences
- Bringing racist materials onto The Studio premises
- Using the school's computer system to access or distribute racist material
- Refusal to work with or co-operate with others because of their race, colour, ethnicity or language
- Ignoring or paying undue attention to others because of their ethnic origin
- Damage caused to a person's property that is racially motivated
- Incitement of others to behave in a racist way

All racist incidents are recorded on SIMS and reviewed monthly.

Current data shows the following ethnicity profile of the student and staff population across Sir William Stanier:

Ethnic Group	Student Numbers	%	Staff Numbers	%
Bangladeshi	2	0.3		
Any other Black Background	1	0.2		
White and Black Caribbean	7	1.1		
White Pakistani	1	0.2		
White & Eastern European	92	14.1		
White European	13	2		
Information Not Yet Obtained	55	8.4		
Refused	0	0		
White - British	471	72	88	96.7
White - Irish	2	0.3	1	1.1
White Cornish	1	0.2		
Any Other White Background	2	0.3	2	2.2
Gypsy/Roma	5	0.8		
Traveller of Irish Heritage	1	0.2		
Any other Ethnic Group	1	0.2		
<b>Total</b>	654	100	91	100

## How does Sir William Stanier address the Equality Duty?

By challenging inequality in the classroom:

- Use contextual data to improve the ways in which we provide support to individuals and groups of students;
- Monitor achievement data by ethnicity, gender and disability and implements actions designed to minimise any gaps;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures;
- Seeking ways to promote diversity and discussing prejudice within teaching and learning
- Removing any student from the immediate situation, ensuring that staff remove the affected students to a private place for a conversation
- Being consistent in any response, challenging every time they are heard and taking the same action. Discriminatory language colludes with, and reinforces, prejudiced behaviour
- Striving for clarity. Providing a student a chance to explain why they said what they said and why they think staff are talking to them about it, and then offering the student an explanation of why action is being taken
- Communicating effectively, speaking clearly and calmly and using terminology confidently and without fear of offending. 'Opening up' conversations rather than avoiding them. People will remain ignorant of issues unless they are given the chance to explore them
- Speaking to the victim and informing them of what action staff have taken and why
- Creating an opportunity for restorative mediation, if appropriate

By continuing to develop a voice for students, staff, parents or carers and others community through:

- Interviews and surveys with students and staff
- Consultation with the Junior Leadership team and school council
- Staff Meetings and Equalities training
- Explicitly targeting under-represented groups if necessary
- Governors meetings.

By gathering information:

- Monitoring of students' academic progress and conduct. Issues arising from this around disability, gender, race or socio-economic factors will be dealt with using appropriate intervention strategies where they are needed

- Personal and social development of all students be monitored discretely by form tutors pastorally and within the reviewed Personal Development curriculum, 11-14 and 14-16 support staff, staff within the Special Needs faculty and the professional expertise of classroom teachers. Any perceived inequalities or particular needs will be addressed accordingly.
- Regular review of SIMS by pastoral staff so that discrete intervention, support and action can be taken as required.

### **Conducting Impact Assessments**

Sir William Stanier will conduct an annual Equalities Impact Assessment on members of the school community in relation to their racial group, gender, disability, sexual orientation, age and religion – usually in September each year. This document can be made available in other formats on request.

### **Monitoring and evaluation**

The senior leadership team will evaluate the impact of these arrangements at least annually.