



EQUALITY STATEMENT AND OBJECTIVES

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LEVEL OF CHANGE:	Major
NEXT REVIEW:	July 2026 (annual updates required)

Tapton School Equality Statement and Objectives

Introduction

Tapton 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:

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

The Equality Act 2010 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 2010 makes it unlawful to treat someone less favourably because of a protected characteristic they have, either through direct or indirect discrimination, harassment or victimisation or by failing to make a reasonable adjustment for a disabled person. Age applies to a school as an employer, but not with regard to the treatment of students and prospective students.

Statement

Tapton School supports the anti-discrimination provisions of the Equality Act and Public Sector Equality Duty to:

- Eliminate unlawful discrimination, harassment, and victimisation
- Advance equality of opportunity by tackling prejudice and promote better understanding; and
- Foster good relations between those who share a protected characteristic and those who do not.

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

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

Roles and Responsibilities

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
- Ensure that the published equality information is updated at least every year, and that the 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

Roles and Responsibilities

The Equality, Diversity and Inclusion Governor will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and students
- Monitor success in achieving the objectives and report back to governors

The Assistant Headteacher for Equality, Diversity and Personal Development will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and students
- Meet with the equality link governor every term to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

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 the Equality Act as part of their induction, and all staff receive refresher training every year on Equality and Diversity

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

All reports of discrimination within the student population are dealt with seriously and recorded (please see our Behaviour Policy)

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 that 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 societies)
- 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 data referenced above to determine strengths and areas for improvement and implement actions in response
 - Make evidence available identifying improvements for specific groups (e.g. declines in incidents of discriminatory behaviour)
 - Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our students.

Inclusion

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 not only teaching in RE and Personal Development lessons but also activities in all 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.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of students within the school. 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

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
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality, Diversity Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions during Senior Leadership meetings. This is recorded and kept on record for 12 months.

Equality Objectives

- 1. To increase levels of engagement with students from an Ethnic Minority Background and their families and increase community cohesion.**

Why we have chosen this objective: Participation in the wider life of the school, such as super and extra-curricular activities, are lower for students from and Ethnic Minority Background. Additionally, events and Parents' Evenings in school are less well attended by students from Ethnic Minority Background families. We want all students and families to see Tapton as their school and be an active part of the school community helping drive forward improvements.

To achieve this objective we plan to:

- Continue to measure the attendance of students from and Ethnic Minority Background students at super and extra-curricular activities
- Continue to measure the attendance of students from and Ethnic Minority Background parents at Parents' Evenings
- Explore reasons for non-attendance
- Put plans in place to address and remove any barriers.
- Introduction of a cultural calendar for the academic year 2023 – 2024 to celebrate a range of different festival and activities for students from and Ethnic Minority Background (eg.. Ramadan, Diwali, Black History month)

Progress we are making towards this objective:

- Attendance at Parents' Evenings is already closely monitored with non-attendance followed up.
- Move to virtual Parents' Evenings has removed barriers such as childcare, distance from school and transport for families. However this does require access to technology.
- Restructure of pastoral team for September 2021 includes two new roles focused on 'Learning and Inclusion for KS3 and 4'. Both of these roles have a focus on community and parental engagement.

2. To raise awareness of Protected Characteristics and educate all members of our community (students, staff and parents) to promote inclusivity and eliminate discrimination.

Why we have chosen this objective:

We believe our strength lies in our diversity by fostering respect and open mindedness for all cultures. We believe that only by embracing and celebrating our differences can we create an inclusive space where everyone feels welcome, valued, and are treated with dignity and respect. As a school we aim to create an open, equal environment where people are able to be themselves, listen to others and explore complex issues in a safe and understanding way.

To achieve this objective we plan to:

- Raise the profile of key terminology so that knowledge is secure across all staff and students.
- Greater promotion of all protected characteristics. Use of assemblies, form discussions, Personal Development lessons, displays, and the library.
- Provide training for staff so we are able to provide timely support to students who are experiencing any form of discrimination.
- Promote information resources and support for parents.

Progress we are making towards this objective:

- The Personal Development department are continuously working to improve and update the Personal Development lessons to reflect the Equality Act
- British Values, promoting diversity and Social, Moral, Spiritual, Cultural development are highlighted in all curriculum maps in all subjects and in all year groups where relevant.

3. To raise awareness and maximise the outcomes for students with a disability, with a particular focus on developing strategies to support students with a visual impairment.

Why we have chosen this objective: Tapton is proud to be have an integrated resource for vision support. We prioritise admissions for visually impaired students from across the city and work hard to ensure they are fully integrated into our community and experience all that Tapton has to offer. Staff working within this team have a base at Tapton and engage with and contribute to our wider CPD programme. We continue to innovate and educate our staff and students to ensure we are as inclusive as possible.

To achieve this objective we plan to:

- Raise awareness amongst staff and peers of the barriers faced by people with disabilities. Create an environment where students with a disability are able to access learning resources, assessments and the wider school community alongside their able-bodied peers.

Progress we are making towards this objective:

- Provide peer awareness sessions for all students to improve understanding of the barriers faced by students with a visual impairment.
- Provide yearly staff training sessions to make staff aware of the barriers faced by students with visual impairments and appropriate access arrangements that enable these students to engage with their learning and reach their potential.
- Provide up-to-date information on students' visual acuities and access arrangements through student profiles.
- Liaise with exams officers to enable full access to all internal and external assessments for students with visual impairments. This includes appropriate access arrangements and modified assessment materials in place for internal and external assessments.
- Provide individual PE profiles to enable students with visual impairments to access all physical activities in an appropriate way