

# Equality Policy

## Myton School



Approved by: FPE

**Date:** 06/02/2024

Last reviewed on:  
February 2022

Next review due by:  
February 2025

Version

1

## Contents

<b>EQUALITY POLICY</b> .....	2
1. POLICY STATEMENT .....	2
2. AIMS: .....	3
3. STUDENTS .....	5
4. STAFF .....	5
5. REPORTING ON EQUALITY COMPLIANCE (THE SPECIFIC DUTIES) .....	6
Appendix A .....	7
Appendix B – Accessibility Plan .....	8
1. Aims .....	9
2. Legislation and guidance .....	9
3. Action plan .....	10
4. Monitoring arrangements.....	13
5. Links with other policies .....	13

### MYTON SCHOOL, WARWICK

#### EQUALITY POLICY

#### LEGISLATION AND GUIDANCE

This policy meets the requirements of:

- 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
- The DfE Guidance “The Equality Act 2010 and schools”.

## 1. POLICY STATEMENT

### Myton School Mission and Values

Our mission is to prepare students for lifelong success. This mission is underpinned by our four core values:

- Creating **self-assured learners** who confidently navigate their way through their studies and communicate with confidence. Students can reflect on their own strengths and weaknesses and take responsibility for their own learning. They understand the impact their actions and behaviour have on others and themselves and demonstrate the highest standards of conduct both in and out of the classroom.
- **Removing barriers** which may hinder the progress for students, helping them better cope with the rigours of our school and our curriculum. Subsequently, all our students achieve very well.
- **Working together** ensuring our students, staff, parents and partners all share the highest aspirations for our students and work effectively alongside one another for the good of our students and our community.
- **Investing in futures** by developing a strong work ethic in our students so they can thrive, and providing high quality aspirational careers guidance at all stages. Investing in our staff so that they are always developing themselves to inspire and motivate our students.

At Myton School we are committed to providing an excellent education of the highest quality for all students no matter their background or starting points. To achieve this, our focus is on high quality teaching and memorable experiences throughout their time with us.

This School community believes in the equal value of all people. Everyone has the right to be treated with dignity and respect. It is therefore unacceptable within the school ethos for anyone to discriminate against, harass or victimise a person based on the 'protected characteristics' as defined by the Equality Act 2010:

- age
- disability
- gender reassignment
- race
- religion or belief
- sex
- sexual orientation
- marriage and civil partnership
- pregnancy and maternity.

All students and staff are expected to adhere to the principles of equality and any breach of this policy will be dealt with as serious misconduct under the disciplinary procedures. Staff refers to all those working in and for the school including volunteers, trainees, contractors, casual and agency staff).

## 2. AIMS:

Under the General Equality Duty, the school aims to:

- a. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010.
- b. Advance equality of opportunity between people who share a protected characteristic and those who do not.
- c. Foster good relations between people who share a protected characteristic and those who do not.

We seek to achieve this through:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in school life or in other activities where their participation is disproportionately low.
- Fostering caring and tolerant attitudes in all members of the school community and promoting understanding between people from different groups to build an inclusive environment that helps staff and students appreciate the benefits of diversity
- Taking action against all forms of abuse, harassment, bullying, and intimidation.
- Securing access to a curriculum which gives all students the chance to realise their full potential as well as preparing them for life in a multi-cultural society.
- Promoting good educational practice within the curriculum in relation to Equality. Attention will be paid to the content, teaching methods, attitudes and materials.
- Encouraging good community relations, building on the strengths of cultural and religious diversity and valuing all home and community languages.
- Operating an Equal Opportunities Policy in the recruitment, selection and promotion of staff.

## **Roles and responsibilities**

The Governing Body will:

- Ensure that the equality information and objectives are published and communicated throughout the school, including to staff, students and parents/carers
- 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 day-to-day achievement of the objectives to the Headteacher

The Equality Link 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

Our Equality Link Governor is Mike Oldridge.

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 designated members of staff for equality 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

All school staff are expected to support this policy to ensure that discrimination does not occur within the school environment. All staff have a duty to act in accordance with this policy and treat others with dignity and respect at all times. All staff must set an appropriate standard of behaviour, lead by example and ensure that those they manager adhere to this policy and promote the school's aims and objectives with regard to equality and diversity.

## **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 experienced by people that are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities
- Publishing attainment data each academic year showing how students with different characteristics are performing
- Analysing this data to determine strengths and areas for improvement, implementing actions in response and publishing this information
- Making evidence available identifying improvements for specific groups
- Publishing further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own students

### 3. STUDENTS

**Processes:** Admission, attendance, discipline and exclusion processes will be fairly applied. School admission criteria are clear and not selective. On entry to the school students are placed in Tutor Groups, which are arranged to reflect the diversity of the school and promote equality in terms of all protected characteristics. For lessons students are either grouped according to ability in the core, or in mixed ability classes.

**Curriculum:** The School is committed to delivering a curriculum that celebrates diversity and encourages inclusion for all students regardless of any protected characteristic. This will be done both directly through teaching specific equality related issues and indirectly (e.g. looking at a variety of festivals and celebrations in assembly, promoting British Values, and encouraging discussion on anti-homophobic and transgender issues). Our tutor programme links closely to themes of equality, diversity and respect. This is taught to all students in Year 7-13.

**Resources:** Resources reflect the diverse make-up of the school. Teachers will challenge stereotypes based on any protected characteristic (for example stereotypes based on race/religion or gender). This can be seen through curriculum planning and design.

**Links:** The school is used out of hours by a wide variety of community groups and has good links with the local community including the work of diversity role models and the local Sikh community (invited to take part in assembly and lessons). Our work with Warwickshire Pride continues to provide training for staff and support for students.

**Harassment and bullying:** *(Please see separate policies on Harassment and Bullying, and Wellbeing and Positive Relationship/Anti-Bullying policy):* Harassment and bullying are not tolerated at Myton School. We will aim to deal with any incidents as soon as possible, recognising the serious nature of the incident including any link to a protected characteristic. The Head of Year will speak to any students involved and contact the parents/carers as appropriate. Victims will be supported and reassured. Appropriate sanctions will be applied depending on the severity of the incident and any serious incident and/or repeated incidents may lead to the perpetrators/culprits(s) being excluded.

### 4. STAFF

Where appropriate the school will take steps to identify and remove unnecessary or unjustifiable barriers and provide appropriate facilities and conditions of service to meet the needs of disadvantaged or under-represented groups.

- **Recruitment**

Myton School is keen to employ a diverse workforce throughout the school, on the basis of merit. We recognise the value of having a diverse workforce to act as a positive model for students and enrich the curriculum. The recruitment process will be monitored through voluntary completion of an Equality Monitoring form.

- **Promotion**

All staff will be made aware of opportunities for promotion and are equally encouraged to apply for promoted posts. Decisions will be made on the basis of merit.

- **Training**

Staff training needs will be identified through informal and formal staff appraisals. All staff will be given appropriate access to training to enable them to progress their development. CPD is available to all staff across the school and is tailored to their specific needs.

- **Responsibilities**

Staff will be regularly reminded of their responsibilities under the Equality Act and receive training on Equality as part of their induction and during their employment.

## 5. REPORTING ON EQUALITY COMPLIANCE (THE SPECIFIC DUTIES)

### 1. **Equality Information**

The school will publish sufficient information to demonstrate our compliance with the general equality duty annually.

### 2. **Equality objectives**

The school will publish one or more equality objective(s) at least every four years to meet one or more aims of the general equality duty. This will be in a manner that is reasonably accessible to the public (see appendix A).

### 3. **Communication**

The policy statement will be communicated through the school website, school prospectus and Staff Handbook and the full policy will be available on request.

### 4. **Review of the Policy**

The Governors' Finance, Personnel and External Committee is responsible for the implementation and overall review of the policy.

APPENDIX A – Myton School Equality Objective (2022 – 2025)

APPENDIX B - Accessibility Plan (2022-2025)

## Appendix A

### Myton School Equality Objective and Accessibility Plan

#### **Objective 1**

Train members of staff and relevant governors on matters relating to structural and unconscious bias in school in order to better address the needs of the diverse community the school serves.

#### **Objective 2**

Undertake an analysis of recruitment data and trends in regard to protected characteristics, and report on the findings and recommendations to the Leadership Team and governing body.

#### **Objective 3**

Raise the profile of underrepresented groups in school to ensure there are opportunities for expression and celebration for those with all protected characteristics. This includes (but is not limited to) members of different heritage backgrounds, LGBTQ+ students and our female students, to ensure that the lived experience of different groups and those with any protected characteristic is heard by leaders.

# Accessibility plan

**Myton School**





---

## 1. Aims

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

- Increase the extent to which pupils with disabilities can participate in the curriculum

- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided

- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including students, families, our local Integrated Disability Service (referred to in this document as IDS).

## 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises. This policy complies with our funding agreement and articles of association.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>Our school offers a differentiated and adaptive curriculum for all students</li> <li>We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>Curriculum resources include examples of people with disabilities</li> <li>Curriculum progress is tracked for all pupils, including those with a disability</li> <li>Targets are set effectively and are appropriate for pupils with additional needs</li> <li>The curriculum is reviewed to make</li> </ul>	To ensure students have access to, and are fully engaged with an ambitious and challenging curriculum offer.	<p>Enhance access to curriculum areas which meets the needs of learners entering the school with EHCPs- working at KS1 level</p> <p>Include curriculum diversity for students entering GCSE to focus on literacy and numeracy skills for post 16</p> <p>Review curriculum offer with students in Year 7 and 8 who work below ARE- focus groups surveys</p>	<p>HK and AT</p> <p>HK and HoDs of core</p> <p>HK and AT</p>	<p>Summer term 2023</p> <p>Summer term 2023</p> <p>Spring term 2023</p>	<p>Students access a varied and ambitious curriculum.</p> <p>Students can articulate the value of their learning journey within subjects.</p> <p>Student data shows specific groups of students are making progress which is in line with their peers.</p>

	sure it meets the needs of all pupils					
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Elevators</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Enhanced transition planning</li> <li>• Positive role modelling and usualising of needs</li> </ul>	To ensure students and visitors can access the school site in order to be fully involved in life at Myton School	<p>To review the school site with IDS for a site audit</p> <p>Identification of site access improvements such as the front of school, student support and upstairs classroom access- including costings for planned improvement work</p> <p>Site audit with students who require accessible options for school- Year 8 and 9 students</p> <p>Review of PE curriculum access for students with physical and sensory needs.</p>	<p>Dion Seeney and site team- with IDS</p> <p>Dion Seeney and site team- with IDS</p> <p>HK and IDS</p> <p>HK and Andy Mawle</p>	<p>January 2023</p> <p>January 2023</p>	<p>Students and visitors feel able to access areas of the school site for lessons and parent/carer meetings</p> <p>Students are able to participate in a wider range of activities based on their needs- student engagement and student voice shows this.</p>
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage is clear to guide</li> </ul>	Students are able to navigate the school environment with ease	Improved school map design for initial student induction	<p>HK and Lorna Murray</p> <p>HK</p>	<p>Summer 2023</p> <p>Summer 2023</p>	Students and visitors feel able to access areas of the school site for lessons and

	<p>students and visitors around the school site</p> <ul style="list-style-type: none"> <li>• Large print resources available of request for subject areas</li> <li>• Roger Pens and hearing support is in place for classrooms and exams access arrangements</li> <li>• Pictorial or symbolic representations are provided for students through Communication In Print as required</li> <li>• Enhanced transition planning</li> </ul>	<p>Students with specific needs are able to access all aspects of the taught curriculum and exams</p> <p>Bespoke support is in place to enhance classroom-based adaptations</p>	<p>Student focus group for VI learners- including site walk with IDS</p> <p>Staff training with Hannah Cockburn from HI Team</p>	HK	Autumn term 2023	<p>parent/carer meetings</p> <p>Students are able to participate in a wider range of activities based on their needs- student engagement and student voice shows this.</p>
--	---	---	--	----	------------------	--

## **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing board, Mike Oldridge, Chair of Governors and SENCO.

It will be approved by the governing board.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy