

THE TELFORD PRIORY SCHOOL



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The Telford Priory School Equality Objectives and Information

Purpose

The purpose of this document is to set out in detail how The Telford Priory School intends to comply with the Equality Act 2010 and the Equality Act 2010 (Specific Duties) Regulations 2011 along with the school's approach to inclusion.

1. Mission Statement

At The Telford Priory School staff are committed to ensuring equality of education and opportunity for all students, staff, parents and carers receiving services from the school, irrespective of **race, disability, sex, sexual orientation, gender reassignment, religion or belief, pregnancy and maternity, and age** for staff. We will adhere to the legal definitions of these protected characteristics as set out by the Equality and Human Rights Commission (EHRC) code of practice which can be found in annex A.

We aim to develop a culture of inclusion and diversity, in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of students will be monitored by race, sex, age and disability and we will use this data to support students, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

School Context

The Telford Priory School was built in September 2015, catering for children aged between 11 and 16. The school has three floors with a variety of indoor and outdoor learning and recreation areas. Subject rooms are grouped together with generous resource space, specialist equipment and ICT facilities.

2. Mainstreaming equality into policy and practice

Whilst the school operates equality of opportunity in its day to day practice which is highlighted throughout this document, specific actions are set out in the School Improvement Plan, SEF.

Teaching and Learning

We aim to provide all our students with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- 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 action any gaps, including providing targeted support where appropriate
- Take account of the achievement of all students when planning for future learning and setting challenging targets
- Ensure equality of access for all students and prepare them for life in a diverse society
- Use materials that reflect the diversity of the school population and local community without stereotyping and expose students to a range of thoughts and ideas
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice

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- Provide opportunities for all students to appreciate their own culture and celebrate the diversity of other cultures
- Seek to involve all parents in supporting their child's education
- Encourage classroom and staff discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our students
- Seek to involve the community around the school in the celebration and raising awareness of cultural issues

Admissions and Exclusions

Our admissions arrangements are currently in line with the Local Authority arrangements and are fair and transparent, and do not discriminate on the protected characteristics or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any disproportionality is identified and dealt with.

3. Equal Opportunities for Staff

This section deals with the aspects of equal opportunities relating to staff at The Telford Priory School.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer Duties

As an employer we need to ensure that we eliminate discrimination, victimisation and harassment in our employment practice and advance equality across all groups within our workforce.

Equality aspects such as age, sex, race, disability, sexual orientation, gender reassignment, pregnancy and maternity and religion and belief are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff, which are monitored as part of the performance management process;
- Strategic Leadership Team support to ensure equality of opportunity for all.

4. Equality and the Law

The Telford Priory School will ensure it does not unlawfully discriminate against its students, prospective students, staff, job applicants or parents/carers in the performance of its duties, policies and practices.

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Discrimination means treating someone less (or more) favourably than a “comparator”. Harassment (which is a form of discrimination) means violating someone’s dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. Victimisation means discrimination can occur in the following ways and will actively work to alleviate it:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from disability including failure to make reasonable adjustments and provide auxiliary aids and services
- Harassment
- Victimisation

Accessibility

The Telford Priory School will comply with the Building Regulations and the Education (School Premises) Regulations 1999 and should be physically accessible to disabled students. We will plan to:

- Increase the extent to which disabled students can access the school curriculum
- Improve the physical environment of the school to increase the extent to which disabled students can access education and associate services
- Improve access to written information which is provided to disabled students. This will be done within a reasonable period of time and in formats which take account of the views expressed by the students and parents/carers about their preferred means of communication

We will review our accessibility targets at least every three years. The targets can be found in the School Improvement Plan and Accessibility Plan.

We will work actively to anticipate the needs of disabled staff and students and will ensure inclusion of disabled people by making reasonable adjustments. We will consider the following in deciding when a reasonable adjustment request can be met:

- How effective the change will be in assisting the disabled person
- Its practicality
- The cost
- Your resources and size
- The availability of financial support
- Any safety issues

5. The General Equality Duty and Public Sector Equality Duty

From April 2011, The Equality Act 2010 introduced a single equality duty on all public bodies, including schools, which is extended to all protected strands – age, sex, sexual orientation, gender reassignment, race, disability, pregnancy and maternity, religion or belief. This combined equality duty, which replaces the three previous public sector equality duties, has three main elements. In the discharge of our functions, we will have due regard for the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the act
- Advance equality of opportunity between people who share a protected characteristic and those who do not

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- Foster good relations between people who share a protected characteristic and those who do not

The Telford Priory School will tackle discrimination by:

- a) Recording and reporting all racist and homophobic/transphobic incidents and prejudice driven bullying incidents
- b) The development and monitoring of this policy
- c) Dealing properly with complaints and grievances

The Telford Priory School is committed to advancing equality of opportunity by:

- a) Removing or minimising disadvantages
- b) Taking steps to meet the needs of students, parents/carers and staff
- c) Encourage participation in any activity in which participation of protected groups is disproportionately low

The Telford Priory School will foster good relations by:

- a) Tackling prejudice and harassment including bullying, and promoting understanding between different backgrounds

In order to comply with the requirement of the public sector equality duty (PSED) we will:

5.1 Collect and publish school equality information

The Telford Priory School undertake routine equality monitoring of our staff and students by race, gender, age and disability. We will encourage parents/carers and students to disclose whether they have a disability by undertaking the following activity:

- Asking applicants as part of enrolment
- Publicising the provision that is made for disabled people, or providing opportunities for students to tell tutors or other staff in confidence
- Asking students once they are on course whether they need any specific arrangements making
- Explaining to students the benefit of disclosure
- Creating a safe culture for disclosure

We will collect the following workforce information:

- The number of part-time/full-time staff and the race, gender, disability and age distribution
- An indication of likely representation on sexual orientation and religion and belief, ensuring anonymity
- An indication of any issues for transsexual staff, based on our engagement with transsexual staff and voluntary groups
- Gender pay gap information
- Grievances

5.2 Undertake engagement activity with the protected groups annually

The Telford Priory School undertake engagement activity annually with protected groups.

We will engage with the school council, parent and local community.

Engagement activity will include:

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- Surveys
- Focus groups
- Parents' evening

5.3 Undertake equality analysis on the effects of school practices and policies

The Telford Priory School will undertake equality analysis on all relevant policies and decisions, as part of the school policy review process.

6. Roles and Responsibilities

The Role of the Schools Standards Committee (SSC)

The governing body (SSC) has set out its commitment to equal opportunities in this policy and it will continue to do all it can to ensure that the school is fully inclusive to students, and prospective students, and responsive to their needs.

The governing body (SSC) seeks to ensure that people are not discriminated against when applying for jobs at our school on the grounds of protected characteristics and will take all reasonable steps to ensure that the school environment gives access to people with disabilities, and strive to make school communications as inclusive as possible for parents, carers and students.

The governors (SSC members) welcome all applicants to join the school, whatever a child's socio-economic background, race, sex, disability, sexual orientation, religion or belief, gender reassignment, or pregnancy.

The governing body (SSC members) ensures that no child is discriminated against whilst in our school on account of any of the protected characteristics and ensures that all reasonable adjustments are made for disabled students.

The governing body (SSC members) is liable for any breaches of the legislation. It is also liable for the actions of its employees and agents of the school, unless it can show that it took all reasonable steps to prevent discrimination, harassment or victimisation taking place.

The Role of the Headteacher

It is the Headteacher's role to implement the school's Equality Objectives and Information and she is supported by the governing body (SSC members) in doing so.

It is the Headteacher's role to ensure that all staff are aware of the Equality Objectives and Information and that teaching and non-teaching staff apply these guidelines fairly in all situations.

The Headteacher ensures that all appointment panels give due regards to this document, so that no-one is discriminated against when it comes to employment or training opportunities.

The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and other opportunities to participate in all aspects of school life.

The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The Role of Staff: Teaching and Non-Teaching

All staff will ensure that all students and members of staff are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Objectives and Information.

All staff will strive to provide material that gives positive images and challenges stereotypical images.

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All staff will challenge any incidents of bullying, prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher.

Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

Staff are personally responsible for their own acts of discrimination, harassment or victimisation carried out during their employment, whether or not the employer is liable. However, an employee is not liable in relation to disability discrimination in schools.

We will ensure that all staff fully understand our commitments to equality and inclusion and receive the necessary training and development to uphold their responsibilities.

7. Review of Progress and Impact

In line with legislative requirements, we will review progress against this document annually and monitor our equality and accessibility objectives annually as part of school improvement planning.

We make regular assessments of students' learning and use this information to track student progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of students are making the best possible progress, and take appropriate action to address any gaps.

8. Complaints and Concerns

All school users have the right to treat and be treated with respect, regardless of their race, disability, sex, sexual orientation, gender reassignment, religion or belief, pregnancy and maternity, or age. Those who witness or experience discrimination or bullying should feel safe to raise and report their concerns. Complaints and concerns should, initially, be discussed with the Headteacher or a member of the School Strategic Leadership Team.

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ANNEX A: PROTECTED CHARACTERISTICS

The protected characteristics for the school's provisions are:

- Disability
- Gender reassignment
- Gender
- Maternity & pregnancy
- Ethnicity
- Religion or belief
- Sex
- Sexual orientation
- Age (adult)
- Marriage and civil partnership (adults)

Disability

A person is a disabled person (someone who has the protected characteristic of a disability) if they have a physical and/or mental impairment which has what the law calls 'a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'. There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause. In relation to physical impairment:

- Conditions that affect the body such as arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses), diabetes, asthma, epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs are covered
- HIV infection, cancer and multiple sclerosis are covered from the point of diagnosis
- Severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with disfigurement, provided the long-term requirement is met (see below)
- People who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist, are automatically treated as disabled under the Act

Mental impairment includes conditions such as dyslexia and autism as well as learning disabilities such as Downs Syndrome and mental health conditions such as depression and schizophrenia. The other tests to apply to decide if someone has the protected characteristic of disability are:

- The length the effect of the condition has lasted or will continue: it must be long term. 'Long term' means that an impairment is likely to last for the rest of the person's life, or has lasted at least twelve months or where the total period for which it lasts is likely to be at least twelve months. If the person no longer has the condition but it is likely to recur or if the person no longer has the condition, they will be considered to be a disabled person
- Whether the effect of the impairment is to make it more difficult and/or time-consuming for a person to carry out an activity compared to someone who does not have the impairment, and this causes more than minor or trivial inconvenience
- If the activities that are made more difficult are 'normal day-to-day activities' at work or at home
- Whether the condition has this impact without taking into account the effect of any medication the person is taking or any aids or assistance or adaptations they have, like a

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wheelchair, walking stick, assistance dog or special software on their computer. The exception to this is the wearing of glasses or contact lenses where it is the effect while the person is wearing the glasses or contact lenses, which is taken into account

For example:

Someone who has ADHD might be considered to have a disability even if their medication controls their condition so well that they rarely experience any symptoms, if without the medication the ADHD would have long term adverse effects.

Progress conditions and those with fluctuating or recurring effects are included, such as depression, provided they meet the test of having a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

Gender Reassignment

Gender reassignment is a personal process (rather than a medical process) which involves a person expressing their gender in a way that differs from or is inconsistent with the physical sex they were born with.

This personal process may include undergoing medical procedures or, as is more likely for the school students, it may simply include choosing to dress in a different way as part of the personal process of change.

A person will be protected because of gender reassignment where they:

- Make their intention known to someone- it does not matter who this is, whether it is someone at school or at home or someone like a doctor
- Once they have proposed to undergo gender reassignment they are protected, even if they take no further steps or they decide to stop later on
- They do not have to have reached an irrevocable decision that they will undergo gender reassignment, but as soon as there is a manifestation of this intention they are protected.
- Start or continue to dress, or behave or live (full-time or part-time) according to the gender they identify with as a person
- Undergo treatment related to gender reassignment, such as surgery or hormone therapy; or
- Have received gender recognition under the Gender Recognition Act 2004

It does not matter which of these applies to a person for them to be protected because of the characteristic of gender reassignment.

This guidance uses the term 'transsexual person' to refer to someone who has the protected characteristic of gender reassignment.

Pregnancy and Maternity

The Act lists pregnancy and maternity as a protected characteristic. Pregnancy and maternity discrimination is covered in Section 2.

Race

Race means a person's:

- Colour, and/or
- Nationality (including citizenship), and/or
- Ethnic or national origin

And a racial group is composed of people who have or share a colour, nationality or ethnic or national origin.

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A person has the protected characteristics of race if they belong to a particular racial group, such as 'British people'.

Racial groups can comprise two or more racial groups such as 'British Asians'.

Religion or Belief

The protected characteristic of religion or belief includes any religion and any religious or philosophical belief. It also includes lack of any such religion or belief.

A religion need not be mainstream or well known to gain protection as a religion. It must, though, be identifiable and have a clear structure and belief system. Denominations or sects within religions may be considered a religion. Cults and new religious movements may also be considered religions or beliefs.

Belief means any religious or philosophical belief and includes a lack of belief.

'Religious belief' goes beyond beliefs and adherence to a religion or its central articles of faith and may vary from person to person within the same religion.

A belief which is not a religious belief may be a philosophical belief, such as humanism or atheism.

A belief need not include faith or worship of a god or gods, but must affect how a person lives their life or perceives the world.

For a belief to be protected by the Equality Act:

- It must be genuinely held
- It must be a belief and not an opinion or viewpoint based on information available at the moment
- It must be a belief as to a weighty and substantial aspect of human life and behaviour
- It must attain a certain level of cogency, seriousness, cohesion and importance
- It must be worthy of respect in a democratic society
- It must be compatible with human dignity and not conflict with the fundamental rights of others

Sex

A person's sex refers to the fact that they are male or female. In relation to a group of people, it refers to either men or women or to either boys or girls.

Sexual Orientation

Sexual orientation means the attraction a person feels towards one sex or another (or both), which determines who they form intimate relationships with or are attracted to.

- Some people are only attracted to those of the same sex (lesbian women and gay men).
- Some people are attracted to people of both sexes (bisexual people)
- Some people are only attracted to the opposite sex (heterosexual people)

Everyone is protected from being treated worse because of sexual orientation, whether they are bisexual, gay, lesbian or heterosexual.

Sexual orientation discrimination also covers discrimination connected with manifestations of that sexual orientation.

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Equality Objective	Is achieved through	By Whom	How often	Evidenced in
To narrow the gap in reading between ethnicity groups	<ul style="list-style-type: none"> • Regular reading age assessments and analysis of groups • Targeted Direct Instruction delivery 	Director of SEND	Termly	School Standards committee report
To promote diversity and equality for all	<p>EAL strategy includes:</p> <ul style="list-style-type: none"> • Accurate assessments • Targeted interventions • Regular reviews of impact • Diversity calendar of events 	Head of Global Citizenship	Termly	School Standards committee report
To narrow the attainment gap between SEND & Non SEND pupils	<ul style="list-style-type: none"> • Accurate assessments • Targeted interventions • SEND parental engagement 	Director of SEND	Termly	School Standards committee report