



The STAR

MULTI ACADEMY TRUST

EQUALITIES INFORMATION AND OBJECTIVES POLICY

STAR MAT Equality Information and Objectives Policy

Legal framework

1. The STAR MAT welcomes its duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Guiding principles

4. In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- whatever their age;
- whether or not they are disabled;
- whatever their ethnicity, culture, national origin or national status;
- whatever their gender and gender identity;
- whatever their religious or non-religious affiliation or faith background;
- whatever their sexual identity.

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- age;
- disability, so that reasonable adjustments are made;
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognized
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognized
- religion, belief or faith background
- sexual identity.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, women and men and younger and older people and an absence of sexual, homophobic and ageist harassment

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whatever their age
- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- younger and older people.

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- persons of different ages;
- disabled people as well as non-disabled;
- people from a range of ethnic, cultural and religious backgrounds;
- both women and men, and girls and boys;
- Persons of different sexual orientation.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- older as well as younger people;
- disabled people as well as non-disabled;
- people of a wide range of ethnic, cultural and religious backgrounds;
- both women and men, girls and boys;
- gay people as well as straight.

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- age;
- disability;
- ethnicity, religion and culture;
- gender.

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in, which we have been involved (principle 7), in relation to:

- age;
- disability;
- ethnicity, religion and culture;
- gender.

5. We recognise that the actions resulting from a policy statement such as this are what make a difference.
6. Every three years, accordingly, we draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.
7. We keep our equality objectives under review and report annually on progress towards achieving them.

The curriculum

8	We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the seven principles set out in paragraph 4 above.
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Ethos and organisation

9	<p>We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:</p> <ul style="list-style-type: none">○ pupils' progress, attainment and achievement;○ pupils' personal development, welfare and well-being;○ teaching styles and strategies;○ admissions and attendance;○ staff recruitment, retention and professional development○ care, guidance and support;○ behaviour, discipline and exclusions;○ working in partnership with parents, carers and guardians;○ working with the wider community.
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Addressing prejudice and prejudice-related bullying

10	<p>The Trust is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1-3:</p> <ul style="list-style-type: none">○ prejudices around disability and special educational needs;○ prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum;○ prejudices reflecting sexism and homophobia.
11	<p>There is guidance in staff handbooks on how prejudice-related incidents should be identified, assessed, recorded and dealt with</p>
12	<p>We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.</p>

Roles and responsibilities

13	<p>Our Local Governing Bodies (LGBs) are responsible for ensuring that the schools in STAR MAT comply with legislation and that this policy and its related procedures and action plans are implemented.</p>
14	<p>A member of the LGB has a watching brief regarding the implementation of this policy.</p>
15	<p>The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.</p>
16	<p>A senior member of staff has day-to-day responsibility for coordinating implementation of the policy.</p>
17	<p>All staff are expected to:</p>

	<ul style="list-style-type: none"> ○ promote an inclusive and collaborative ethos in their classroom; ○ deal with any prejudice-related incidents that may occur; ○ plan and deliver curricula and lessons that reflect the principles in paragraph 4 above ○ support pupils in their class for whom English is an additional language; ○ keep up-to-date with equalities legislation relevant to their work.
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Information and resources

18	We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.
19	All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

20	We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
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Staff development and training

21	We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.
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Breaches of the policy

22	Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.
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Monitoring and evaluation

23	We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.
24	In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

Tadcaster Grammar School: Equality Information Policy Objectives

The following supporting objectives are based upon priorities detailed in the current school improvement plan:

Equality Objective 1: Student progress

We will:

1a Evaluate the achievement of all student groups, including the aspects of ethnicity, sex, and special educational needs;

1b Publish internet links to websites for the school community to signpost externally produced reports on the progress of students in the school.

Equality Objective 2: Behaviour for learning development

2a We will work towards all students being recognised and rewarded for behaviour representing the four key student values;

2b Alongside the school priority of reducing the use of fixed term exclusions to zero, students with the protected characteristics should not be overrepresented in any fixed term exclusions used.

Equality Objective 3: Anti-bullying

3a We will actively promote and monitor the effectiveness of the school anti-bullying strategy with reference to disability, homophobic, racist, religious beliefs and transgender bullying incidents.

Alongside the school priority of reducing the instances of bullying to zero, students with protected characteristics should not be over-represented in recorded instances of bullying.

In addition, the school will continue to work with students to afford all learner groups the opportunity to contribute to the formulation of our equality objectives.

School Vision & Values

	<p>Creating outstanding education in all of our schools to enable every young person to flourish and realise their full potential.</p>		<p>Be your best self, be:</p> <p>Ambitious; Resilient; Responsible; Respectful to yourself and others.</p>
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OUR VISION *(Our cause; our key belief)*

<p>Be your best self</p>	<p>During their 7 years with us at the school, we want all students to maximise their potential through excellent academic and personal development.</p> <p>Each individual should also be:</p> <ul style="list-style-type: none"> ● aware of the needs of others in their thoughts and actions; ● empowered to control their own well-being; ● able to achieve fulfilment in their current and future lives.
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OUR CORE VALUES *(These should be seen, experienced & lived)*

All staff and governors at Tadcaster Grammar School are expected to recognise and uphold the STAR Multi Academy Trust **values** of trust, openness and service. In addition:

Staff are guided by the following **values** which underpin everything we do, every day:

<p>Students considered first</p>	<p>All of our decisions should put the needs of students first. All students will be known well, included, valued and heard.</p>
<p>High expectations - no limitations</p>	<p>We do not prejudice potential by preconceptions about individuals or groups of students.</p>
<p>The right curriculum experience for each student</p>	<p>We respond to the aspirations and needs of individual students with a broad and balanced curriculum and diverse co-curricular offer.</p>
<p>The best support for each student</p>	<p>Students are individuals with their own needs and requirements; our care and pastoral support systems need to reflect this.</p>

All **students** are expected and supported to show the following **values** every day:

<p>Ambition</p>	<p>To have a desire to achieve success.</p>
<p>Resilience</p>	<p>To show a determination to achieve success</p>
<p>Responsibility</p>	<p>To take ownership for their actions and work in and out of school.</p>
<p>Respect</p>	<p>To be considerate to themselves and others.</p>

Date of Policy Adoption	July 2020
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